DOCUMENT RESUME

ED 129 000 EC 091 206

AUTHOR	Gourley, Theodore J.; And Others
TITLE	Programs for Gifted Students: A National Survey.
INSTITUTION	Educational Improvement Center, Pitman, N.J.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	75
NOTE	116p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Curriculum; Definitions; Educational Programs; Elementary Secondary Education; Exceptional Child Research; *Gifted; *National Surveys; *Program Descriptions; Public Education; *Talent Identification; *Teacher Education
IDENTIFIERS	*New Jersey

ABSTRACT

Reported are the findings of a national survey on the present state of public education for the gifted. A foreword, statement of purpose, procedural information, and findings are given for each of the major survey areas--definitions of the gifted child, identification and instruments for gifted children, educational programs for the gifted, and teacher training programs for the education of the gifted, with particular emphasis on programs in New Jersey. The educational programs section, which makes up the bulk of the document, includes general information (such as location, address, and contact person) on gifted programs which were not evaluated and more detailed information (such as sample forms, identification methods, curriculum, and program characteristics) on programs which were studied and some visited. Listed among conclusion in the final section are that teacher recommendation is the most popular form of identification used and that there is almost a total absence of formal training programs for teachers of the gifted offered by New Jersey State Colleges. Appended are a list of the programs surveyed, a list of program objectives; a preliminary program record survey form; sample letters; a program record and visit form; a list of contributors; and charts showing the objectives for each program, instruments for identifying the gifted, program content areas by grade, and characteristics of New Jersey programs. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED129000

THE WHAT AND WHERE OF GIFTED PROGRAMS:

A report to the New Jersey Gifted Consortium

By

Theodore J. Gourley, Project Director
Educational Improvement Center
Pitman, New Jersey 08071

Patricia A. Breyley, Researcher
Educational Improvement Center
Pitman, New Jersey 08071

Theresa Di Feterici, Teacher
Winslow Township Public Schools
Blue Anchor, New Jersey 08037

Enid Morhaleck, Teacher
Gloucester Township Public Schools
Blackwood, New Jersey 08012

Roslyn Oberson, Teacher
Linwood Public Schools
Linwood, New Jersey 08221

A product of the Educational Improvement Center
Pitman, New Jersey 08071 — Dr. Paul B. Winkler, Acting Executive Director

Through a grant from ESEA Title III, Project Center
Department of Education, Trenton, New Jersey 08625

EC091206

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Theodore J. Gourley
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

©Educational Improvement Center 1978

TABLE OF CONTENTS

	Page
Introduction	5
Definitions of the Gifted Child	6
Foreword	6
Purpose	6
Procedure	6
Findings	6
Identification Instruments for Gifted Children	8
Foreword	8
Purpose	8
Procedure	8
Findings	8
Standardized Tests Used to Identify the Gifted	8
Addendum—Additional Instruments for Identification of Gifted Students	9
Educational Programs for the Gifted	12
Foreword	12
Purpose	12
Procedure	12
Findings	12
Section 1	12
Section 2	16
Section 3	19
Section 4	21
Status of Programs in New Jersey	63
Foreword	63
Purpose	63
Procedure	63
Findings	63
Gifted Programs, Definitions	63
New Jersey Programs for the Gifted	64
Visited New Jersey Programs	66
Teacher Training Programs for the Education of the Gifted	76
Foreword	76
Purpose	76
Procedure	76
Findings	76
Potential Consultants	76
Pre-Service Programs	77
Comments and Conclusions	80
Definitions	80
Identification Instruments	80
Educational Programs for the Gifted	80
Characteristics of Good Programs	80
New Jersey Programs	80
Teacher Training Programs	80

TABLE OF CONTENTS (continued)

	Page
Appendix	83
1) Educational Programs for the Gifted	84
2) Objectives of Gifted Programs and Key	85-88
3) Preliminary Program Record Survey Form	85
4) Instruments for Identifying the Gifted	89-92
5) Program Content Areas by Grade	93-94
6) Programs Using Specified Arrangements, by Grade	95-97
7) Characteristics of New Jersey Programs	98-109
8) Program Record and Visit Form (Programs for Gifted)	110
9) Program Contact Letters	112
10) List of Contributors	116

INTRODUCTION

With the intention of providing a groundwork for New Jersey educators who are interested in developing programs for gifted children, this project conducted a national survey of gifted programs. Over fifteen hundred persons, schools, school districts and programs were surveyed across the nation and Canada (only one response was received from Canada). To the extent that those contacted responded (40% in New Jersey, 35% in the nation), this handbook reflects the present state of public education for gifted. Some, of course, reported having no program.

This handbook is useful to school districts developing programs and to those reassessing their programs. It contains information on program objectives, student identification instruments and options in the areas of curriculum content and program arrangement. It will assist users by stimulating and helping to focus their thinking regarding educational provisions for the gifted. Those users who wish to visit programs will be assisted in locating and selecting them.

It is important to note that it was *not* the purpose of this survey to either establish criteria for gifted programs, nor to evaluate them. In addition, the project was hampered by such problems as the return, in some cases, of incomplete, insufficient and/or outdated information. Nevertheless, to our knowledge, this is a first attempt at a comprehensive, detailed survey of gifted programs in the United States.

How To Use This Handbook

In addition to the information provided in the Table of Contents, the user will find certain other features helpful. An index of programs in New Jersey can be found on page ~~125~~ 65. An index to all programs surveyed outside New Jersey is found in the appendix.

All of the matrices or figures in the appendix apply to programs outside New Jersey with the exception of number ~~6~~ 7. In the matrix entitled "Program Content Areas, by Grade" the numbers in each cell are those programs which provide a curriculum for the gifted in that subject area.

The reader interested in establishing a program is able to 1) match his program objectives with those in the objectives matrix and record the appropriate program numbers; 2) note the curricular content and program arrangements for those programs via the appropriate matrices; 3) consider these programs in the light of local needs.

Each response sent to the project was assigned a program number. However, in several cases it was later determined that there was not a genuine program and these were eliminated. Thus, the user will note several program numbers missing; in addition, the last numbered program in the Educational Programs does not indicate the total number of programs for that section.

The reader may note the absence of Illinois programs; this absence is due to legal problems concerning publication of their material.

DEFINITIONS OF THE GIFTED CHILD

Foreword

For the purposes of this project the term "gifted" means "outstanding or exceptional ability" but does not refer to a specific type of ability. The abilities included under gifted in this paper are (1) intellectual, (2) creative, (3) leadership, (4) psycho-motor and (5) talent in fine and performing arts.

Purpose

The purpose of the definition section of the project is to provide local school districts with an analysis of a variety of definitions of gifted students. These definitions would then be useful to a school district in developing a definition of the gifted for use in their district.

Procedure

All 50 state departments of education were contacted and asked to send a copy of their definition of the gifted. Individual districts, associations interested in the education of the gifted, colleges, textbooks, curriculum guides and journal articles were used as sources for definitions of the gifted. Each definition was analyzed for specific characteristics which it attributed to the gifted. All characteristics were placed on a matrix along with the source of the characteristics. The characteristics were placed on a matrix according to the gifted ability to which the researcher felt they most likely belonged. However, because the placement of a characteristic under a specific ability often represents subjective judgement on the part of researcher, the reader is advised to consult the actual definitions and matrix available at the Educational Improvement Center in Pitman, New Jersey.

Findings

1. Positive characteristics were obtained from 52 separate definitions.
2. Negative characteristics were obtained from 5 separate definitions.
3. Thirty-three characteristics were attributed to intellectually gifted students. The frequency with which the characteristics are used by the 52 definitions range from 1-22. The characteristic "exhibits outstanding intellectual performance consistently superior to peer group" was most frequently used, appearing in 22 definitions. The following definition is a composit of those characteristics of intellectually gifted students which appeared in at least one-third of the 52 definitions.

   The intellectually gifted student is one who "exhibits outstanding intellectual performance consistently superior to peer group ..." "... maintains longer concentration periods – independence in work ..." has "... intellectual curiosity, inquisitive behavior, questioning attitude ..." is "... self-initiating, self-motivating ..."
4. Thirteen characteristics were attributed to leadership-socially gifted students. The frequency with which the characteristics are used by the 52 definitions ranges from 1-9. The most frequently used characteristic was "possesses outstanding leadership qualities superior to peers." The following definition is a composit of those characteristics of intellectually gifted students which appeared in at least one-third of the 52 definitions.

   The leadership-socially gifted student is one who "... possesses outstanding leadership qualities superior to peers ... assumes leadership roles ... is outgoing and friendly ..." has a "... well developed sense of humor ..."
5. Twelve characteristics were attributed to the psycho-motor gifted students. The frequency with which the characteristics are used by the definitions, ranges from 1-6. The most frequently used characteristic and the only one which was used by at least one-third of the definitions is "the high physical energy level, more energy."
6. Six characteristics were attributed to students with gifted abilities in fine and performing arts. The frequency with which the characteristics are used ranged from 1-4. The most frequently used characteristic was "outstanding musically." The following definition is a composit of those characteristics of students with gifted abilities in fine and performing arts which appears in at least one-third of the definitions.

   The student who is gifted in fine and performing arts is one who is outstanding in "graphic arts, sculpture, music and dance."
7. Eighteen characteristics were attributed to the creatively gifted student. The frequency with which these characteristics were used by the definitions ranged from 1-11. The most frequently used characteristic was "... flair for language; displays superior vocabulary and word usage; elaborates well, highly verbal." The following definition is a composit of those characteristics of creatively gifted students which appeared in at least one-third of the definitions.

   The creatively gifted student is one with "... outstanding abilities in creativity that are superior to peers ... reveals originality in oral expression ... [has] a flair for language ... keenly observant [with] keen perception ... [and] creative productive thinking."
8. Five definitions contained what could be considered negative characteristics of the gifted. Thirty-four negative characteristics were attributed to the gifted. No attempt was made to match these characteristics with specific gifted abilities. The frequency with which the characteristics are used ranges from 1-5. Two characteristics were used by all five definitions, i.e., "tendency to be over-critical" and "impatience with routine assignments and drill." The following definition is a composit of those negative characteristics of the gifted which appear in at least 3 definitions.

   The gifted student is one who "has a tendency to be over critical ... to question and challenge ... work careless and sloppy ... impatience with routine assignments and drill ... invent own system, sometimes conflicting ... lack home or school stimulation ... need for specialized reading vocabulary, escape into verbalism ... resistance to interruption ... need for success and recognition, sensitivity to criticism, vulnerability to peer group rejection ... frustration with inactivity and absence of progress ... hyperactive, much energy ..."

6

IDENTIFICATION INSTRUMENTS FOR GIFTED CHILDREN

IDENTIFICATION INSTRUMENTS FOR GIFTED CHILDREN

Foreword

To a great extent, the definition of gifted selected for use by a program determines which identification instruments will be used for selection of students.

Purpose

The purpose of this section is to acquaint local school districts with the procedures and tests used in the selection of students for existing programs. School districts wishing to establish a program for the gifted are thus provided with information on alternative identification instruments.

Procedure

All information received concerning individual programs was reviewed, and every identification instrument used was noted. A matrix was constructed, and frequency counts were taken to determine which instruments were relied upon most often.

Because of the way in which New Jersey programs were reported, they are not included in the frequency counts.

It should be noted that the instruments utilized by each program are used in various combinations. Some instruments are used as initial screening devices, others as final determinants. Some programs use all the instruments which they report, while others select for use only a few of those which they report. Some programs adhere strictly to predetermined criterion scores; still others are flexible and permit exceptions, in the case of minority or disadvantaged candidates, for instance.

Findings

The matrix indicates twenty frequently used instruments or identification methods. Additional methods used are listed by program in the addendum.

A total of 113 programs were reported in the United States and Canada, outside New Jersey. On the basis of the 20 identification instruments reported on the matrix, the mean number of instruments used by each program for identification of gifted students was 2.6. Since use of 158 additional instruments is reported in the addendum, the mean should be higher (4.0).

A brief abstract of the more frequently used instruments follows

Standardized Tests Used to Identify the Gifted

Slosson Intelligence Test – An individual intelligence test which is quick to administer and score. It can be given by relatively untrained examiners as well as professionals. The scoring procedure is objective, and the test itself consists of items adapted from the Stanford-Binet. It has a lower base and a higher ceiling than the Stanford-Binet. Validity studies show a wide range of correlations between the SIT and others such as the Wechsler and the Stanford-Binet; Richard L. Slosson; Slosson Educ. Publications – Dublin, N.H. 03444.

Otis-Lennon Mental Ability Test – the formulation and construction of the Otis-Lennon is thorough and sophisticated. Its goal is to tap the "verbal-educational" aspect of Spearman's g. This group intelligence test is easy to administer and score, but caution is advised by the manual in using this test with children who do not have normal backgrounds or motivation. Studies indicate high reliability and good validity. The test includes two forms and six levels from primary to advanced. Roger Lennon, Harcourt-Brace Jovanovich, Inc.

Stanford-Binet Intelligence Scale, 3rd Revision – the pioneer in intelligence assessment; this individual intelligence test has largely been superseded by the Wechsler. Lewis M. Terman and Maud A. Merrill, Houghton Mifflin Co., 2 Park Street, Boston, Mass. 02107.

Lorge-Thorndike – A group intelligence test which was restandardized in 1963, and has a new multi-level format. Initially the administration may appear confusing, but adjustment is relatively easy. Students should experience no consequent difficulty. The Lorge-Thorndike verbal and nonverbal tests exhibit high correlations with achievement tests. The test appears to measure traits somewhat different from other intelligence tests; nevertheless, Lorge-Thorndike IQ's correlate moderately to well with school achievement and other IQ measures. Lorge, Thorndike, Hagen, Houghton Mifflin Co.

WISC – an individual test of intelligence which includes the subtests: verbal (information, comprehension, arithmetic, similarities, vocabulary, digit span), performance (picture completion, picture arrangement, block design, object assembly, mazes, coding). Generally regarded as the best available individually administered technique which attempts to measure intelligence. The test is considered a "stable, useful and valid" measure which correlates well with other tests of intelligence. David Wechsler, Psychological Corp.

Gates-MacGinitie Reading Tests: Readiness Skills – an individually administered test which includes eight subtests: listening comprehension, auditory discrimination, visual discrimination, following directions, letter-recognition, visual-motor coordination, auditory-blending and word recognition. The length of the test, 120 minutes, is quite demanding on the kindergarten and first-grade subjects. The purpose of the test, whether general school readiness, reading readiness, formal reading instruction readiness or diagnosis is not truly clear. Correlation of test results with first grade reading achievement is low and positive. Teachers College Press, Columbia U., 525 W. 120th St., N.Y., N.Y. 10027.

Metropolitan Readiness Test – an individual test of reading readiness for kindergarten and first graders, consisting of 7 or 8 scores. Included are sub-tests of word meaning, listening, matching, alphabet, numbers, copying, total, draw-a-man. Scoring is relatively easy, and the manual provides important assistance in score interpretation. Reliability is high. The test requires 60 minutes of the subject. Harcourt-Brace Jovanovich, Inc., 757 3rd Ave., N.Y.C., N.Y. 10017.

Differential Aptitude Test – a speeded multi-aptitude test for gr. 8-12, which includes sub-tests: verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, grammar. The sub-tests are easily administered and scored, and interpretive assistance is provided. The test exhibits good reliability. Psychological Corp., 304 E. 45th St., N.Y.C., N.Y. 10017.

Short Form Test of Academic Aptitude – this group intelligence test is a revision of the California Test of Mental Maturity. Three scores, language, non-language and total are provided. CTB/McGraw-Hill Book Co., 330 W. 42nd St., N.Y.C. 10036.

Torrance Test of Creative Thinking – for kindergarten through graduate school; consists of two parts, verbal and figural. Designed to measure four aspects: fluency, flexibility, originality and elaboration. The test may be administered either individually or in groups, and because of free responses, must be scored by hand. Scoring is time-consuming. Reliability is adequate and the test appears related to academic intelligence and educational achievement. This seems to indicate confounding with general academic aptitude. There is insufficient evidence of validity. Reliability and validity in data are available only for elementary and secondary levels. Though purported to tap Guilford's Divergent Thinking Factors, the test is called a "research edition" and is one of the first attempts to reveal and measure creativity. Personnel Press, Inc., 20 Nassau St., Princeton, N.J. 08540.

California Test of Mental Maturity – A group intelligence test which attempts to assess abilities believed fundamental to learning, problem solving and ability to respond to new situations. Reliability is adequate, but validity is not reported. There is a Short Form which requires less time to administer, and is equally useful. Scores include logical reasoning, spatial relationships, numerical reasoning, verbal concepts, memory, language total, non-language total, and total. No attempt has apparently been made to reduce culture bias. CTB/McGraw-Hill Book Co., 330 W. 42nd St., N.Y.C. 10036.

Peabody Picture Vocabulary Test – An individual intelligence test which requires no reading by the examinee. American Guidance Service, Circle Pines, Minn. 55014.

Unspecified Intelligence Test – The program reports using one or more standardized intelligence or aptitude tests, but does not indicate which ones.

Unspecified Achievement Tests – The program reports using one or more standardized achievement tests but does not specifically name them.

Parent recommendation/consent – The parent either nominates his child for the program, or agrees to his placement as a gifted student.

Screening committee – A board consisting of various combinations of teacher, principal, administration, guidance staff, psychologist, teacher of the gifted, and occasionally experts from the community, make a collective determination of the student's eligibility for the gifted program.

Teacher Checklist – The teacher is provided with an original list of behaviors to observe in the program candidate; one popular instrument is by John C. Gowan.

Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students – An instrument based on research literature on the gifted, designed to yield a teacher's assessment of a student's characteristics in the area of learning, motivation, creativity, and leadership.

Academic Achievement – An assessment of the candidate's success in academic courses.

The identification instruments relied upon fall into five general categories: standardized intelligence tests; standardized achievement tests; recommendations, a miscellaneous category, made up of (for purposes here), teacher checklist (original or unspecified), the Torrance Test of Creativity, the Renzulli-Hartman Scale; the fifth category is academic achievement.

Across all categories, the instrument most often relied upon is teacher recommendation (46) unspecified intelligence tests (36), and academic achievement (36).

Of all specified intelligence tests, the WISC is most often used (19).

Among specified achievement tests, the Iowa Test of Basic Skills (5) and the Differential Aptitude Test (5) are most frequently relied upon.

Teacher recommendation is relied upon more than any other recommendation, and more than any other instrument (46). It is followed by parent recommendation (20).

The instrument category of recommendation is more popular than any other type of instrument (99), followed by standardized intelligence tests (91).

ADDENDUM – ADDITIONAL INSTRUMENTS FOR IDENTIFICATION OF GIFTED STUDENTS

Program

1. "A Modified California Case Study"
2. Interest, anecdotes
3. Leiter International Performance Scale (132+), WAIS (131+), WPPSI (131+), California Test of Mental Maturity, Henmon Nelson Test of Mental Ability, Kuhlman-Anderson (132+), CAT, CTBS (98% ile), Iowa Test of Educational Development
4. CTBS, Kuhlman-Anderson (115+)
5. Additional unspecified tests, administrative recommendation, the Dade County Scale
6. CTBS, administrative recommendation, Gifted Teacher, Exceptional Child Co-ordinator recommendations
9. High potential, socio-emotional maturity, talent, motivation, originality, creativity, pupil desire
10. Test of music/art aptitude
13. An Observational Guide for Teachers Seeking to Identify Talented and Gifted Students
15. Dade County Scale, Stanford Achievement Test, California Test of Mental Maturity
16. French teacher's recommendation, art teacher, administrative recommendation, Iowa Test of Educational Development, PSAT, faculty recommendation, self-nomination

9

18. Peabody Picture Vocabulary Test; self-nomination
19. Unspecified Creativity Test; unspecified recommendations
27. Recommendations of psychologist, gifted teacher
28. Motivation, interest, competitiveness, +2 gr. levels in reading achievement
29. WPPSI (20+) talent in academics or areas such as music, art, etc.
30. Creativity and peer nomination
31. SSAT/PSAT/SAT
37. CTBS 95% ile, +2 grade levels, Williams' "How do you really feel about yourself?"
38. Potential, interest
39. California Test of Mental Maturity; unspecified test of reading readiness; Otis Quick Scoring Mental Ability Test, or Otis-Lennon; Delaware County/Metropolitan Reading Readiness Test, Stanford Achievement Test
41. Writing/art samples; gifted teacher observation
42. Scholarship awarded by Pennsylvania Intermediate Units
43. Peabody Picture Vocabulary Test
47. BTTCH; experimental tests from France; multi-criterion referenced tests; peer nomination
52. Interest
53. Peer nomination
57. 90th % ile on State test; +2 grade levels in reading; unspecified creativity test
60. Unspecified music/art aptitude tests
62. Colorado Mental Maturity Test; PIAT; Raven Abstract Reasoning
63. Aptitude, creativity, commitment, resourcefulness, determination, sustained interest
64. Metropolitan Achievement Test; IPAT, math and English grade point average
65. Unspecified tests
67. An unspecified test of Cognitive Abilities
73. +2 grade levels in reading
74. Aptitude and abilities test scores
77. California Achievement Test (125+; 95% ile)
84. Metropolitan Achievement Test; psychologists' recommendation
91. Talent/creativity, motivation
95. Stanford Achievement Test, self-nomination
96. Gates-McGinnitie/Reading comprehension
97. Involvement in extra-curricular activities
104. CTB, Learning Environmental Involvem[illegible] California Test of Personality, Remote Associates Test, student interest
105. Metropolitan Reading Readiness and Math; Iowa Composite; original story
106. Consulting teacher recommendation
107. California Test of Mental Maturity
108. California Test of Mental Maturity
109. Unspecified standardized tests, gifted teacher, staff recommendations
111. Peer, expert, administrative recommendations, self-nomination; achievement outside school
115. California Test of Mental Maturity (125+)
116. Administrative, special supervisory personnel recommendation
117. Socio-emotional stability, psychological testing (unspecified), interest
119. Resource teacher, staff recommendation
120. Unspecified additional tests
121. SAT Math Achievement Level I (M-I) (550+)
124. Unspecified standardized tests
127. Stanford Achievement Test, Academic Promise Test; Peer nomination, interviews by school psychologist, guidance counselor
128. High level of performance, exceptional creativity, productive or innovative thinking, exceptional leadership ability, unusual psychomotor ability.
SRA Achievement Package (130+); Creative-Binet Social Acceptance Scale, teacher questionnaire, interviews
129. Unspecified recommendations
125. Two teachers' recommendations; review of independent study programs; interviews

10

EDUCATIONAL PROGRAMS FOR THE GIFTED

EDUCATIONAL PROGRAMS FOR THE GIFTED

Foreword

This section of the project reports the many programs contacted, studied and visited by project personnel. Based on the information received, the programs were evaluated as to their apparent effectiveness. The programs were evaluated with respect to (1) the quality of the program based on written information submitted; (2) the degree of match between the written report of the program and the program as visited; and (3) the program's effectiveness.

This is not an exhaustive list of programs for the gifted for several reasons. First, many of the programs contacted did not respond to our requests for information. Second, the project staff cannot be certain that all programs responding to our requests supplied all pertinent information. Finally, the project staff was unable to visit all programs felt to merit further investigation through a visit. For these reasons a list of all sources the project has, has been included to provide the reader access to all potentially useful resources.

Purpose

The purpose of this section of the project is to provide schools with specific information needed to develop and implement a potentially effective program for their gifted students.

Procedure

A list of programs for the gifted was developed by contacting all fifty state departments of education, receiving lists of federally funded programs, consulting professional journals, especially *Exceptional Children* and *The Gifted Child Quarterly, The Education of the Gifted Child, 1965-1971, an Annotated Bibliography*, and abstracts of gifted programs prepared by the Council for Exceptional Children. All programs were contacted and requested to send information. Programs which did not respond were sent at least one follow-up letter. Programs which sent limited information were recontacted and asked to elaborate on specific questions.

All program materials were read and categorized according to type of program organization, grade level served, and subject areas offered. The programs were divided into programs with evaluated objectives and those without. Those programs which included evaluated objectives were re-read, and apparently superior programs were selected for visits. The decision to visit the program was partly based on (1) maturity of the program in terms of years (programs in operation more than two years regarded as more likely to have problems ironed out); (2) diversity of offerings within the program; (3) distinctiveness of program; and (4) the results of any previous program evaluation. The programs selected for visits were contacted by telephone and/or letter to supply any vague or missing information in the materials received by the project. Time constraints placed on the project were then considered, and decisions made concerning the feasibility of visits. As many visits as were reasonably possible were then made to the selected programs. (Persons interested in any project listed below may contact the Educational Improvement Center, Pitman, New Jersey.)

Findings

1. Based on the information supplied to this project, the following is a list of programs for the gifted which do not have evaluated objectives or objectives capable of being evaluated.

#26
Name of Program: Pittsburgh Scholars Program
Location: Pittsburgh, Pa.
Phone: 412-622-3500
Address: The Board of Public Education, Administrative Building, 341 S. Bellefield Ave., Pittsburgh, Pa. 15213
Type of Program: Special courses
Grade Level and Subject: Grades 8-12, English, Social Studies, Math, Science, foreign language
Contact Person: Mary T. Walsh, Program Specialist

#27
Name of Program: Program for the Gifted
Location: Vero Beach, Fla.
Phone: 305-567-7165
Address: Indian River County School Board, Vero Beach, Fla.
Type of Program: enrichment, individualized projects
Grade Level and Subject: Grades 3-6
Contact Person: William A. McClure, Supt.

#28
Name of Program: Program for the Gifted
Location: Allentown, Pa.
Phone: 215-432-2063
Address: 31 South Penn Street, Allentown, Pa. 18105
Type of Program: enrichment
Grade Level and Subject: 4-8: language arts, foreign languages, math, science; 9-12: English, social studies, math, science, foreign language
Contact Person: Dorothy E. Filer, Director of Pupil Services

#29
Name of Program: Program for the Gifted
Location: Monticello, Fla.
Phone: 904-997-2022
Address: P.O. Box 499, Monticello, Fla.
Type of Program: enrichment
Grade Level and Subject: 5-14 years of age; selected topics
Contact Person: Handley A. Olson, Director of Special Programs

#31
Name of Program: Simons Rock, Early Admission
Location: Simons Rock, Great Barrington, Mass.
Phone: not given
Address: Simons Rock, Great Barrington, Mass.
Type of Program: early admission to college
Grade Level and Subject: high school grade 10
Contact Person: Admissions Office

#33
Name of Program: Program for the Gifted
Location: Cheboygan, Mich.
Phone: not given
Address: Cheboygan Area School District, Cheboygan, Mich.

Type of Program: individualized child-centered learning experiences
Grade Level and Subject: 1-3 grades; 4-6 grades, all topics
Contact Person: not given

#34
Name of Program: "Section 47"
Location: Thurston Elementary School
Phone: 313-482-2114
Address: Willow Run Public Schools, 181 Oregon Ave., Ypsilanti, Mich.
Type of Program: Independent study, "Discovery Center Model"
Grade Level and Subject: Grades 4-12, subject area of project elected by student, 9-12 has math only
Contact Person: Janet L. Schwarze

#35
Name of Program: Program for the Gifted
Location: Flint, Michigan
Phone: not given
Address: Flint Public Schools, Flint, Mich.
Type of Program: Study in selected topics
Grade Level and Subject: research and communication skills, community work experience, Grades 4-6
Contact Person: not given

#38
Name of Program: Program for the Gifted, A.I.S.
Location: Niles, Mich.
Phone: not given
Address: Niles Community Schools, Niles, Mich.
Type of Program: accelerated college preparatory courses, elective, enrichment options
Grade Level and Subject: grades 9-12, courses selected by student
Contact Person: not given

#41
Name of Program: Exploring Low Cost Techniques for Stimulating Creativity in G/T Students
Location: McComb Municipal Separate School District
Phone: not given
Address: P.O. Box 868, McComb, Miss. 39648
Type of Program: resource room and teachers
Grade Level and Subject: 1-8, independent study, mini courses, creative writing, performing arts
Contact Person: not given

#42
Name of Program: Pennsylvania Governor's School for the Arts at Bucknell University
Location: Lewisburg, Pa.
Phone: 717-524-1434
Address: P.O. Box 213, Lewisburg, Pa.
Type of Program: independent study
Grade Level and Subject: 9-12; art, music, dance, theater, photographic arts
Contact Person: Arthur Gatty

#46
Name of Program: M.G.M. Program
Location: Pasadena, Calif.
Phone: 213-795-6981
Address: Pasadena Unified School District, 351 S. Hudson Ave., Pasadena, Calif.
Type of Program: Cluster, Advanced classes, Independent Study, College classes, Tutorial Experience Program, Enrichment
Grade Level and Subject: 1-12; subjects selected from all curriculum
Contact Person: Elizabeth I. Kearney

#56
Name of Program: Program for the Gifted
Location: Palatka, Fla.
Phone: 904-328-1456
Address: Putnam County District School Board, P.O. Box 797, Palatka, Fla. 32077
Type of Program: enrichment
Grade Level and Subject: grade not given; all curricular areas
Contact Person: Sidney H. Dunn, Director, Educational Services

#59
Name of Program: Program for the Gifted
Location: Bleckley County Schools
Phone: 912-934-2821
Address: Cochran, Georgia 31014
Type of Program: for academically talented only, resource teacher for individual students and teachers
Grade Level and Subject: independent study, all subject areas
Contact Person: Thomas W. Dykes, Superintendent

#60
Name of Program: High School of Music and Art
Location: New York, New York
Phone: not given
Address: Convent Ave. at 135th St., Manhattan, N.Y. 10031
Type of Program: special school based on ability in art and music
Grade Level and Subject: 9-12, fine arts and music
Contact Person: Principal, High School of Music and Art

#68
Name of Program: Colorado Caravan
Location: University of Colorado
Phone: not given
Address: Dept. of Theatre and Dance, University of Colorado, Boulder, Colorado 80302
Type of Program: enrichment
Grade Level and Subject: all grade levels; art, music, drama
Contact Person: Dr. Albert H. Nadean

#70
Name of Program: Value Development Through Creative Activity
Location: Mooresville, N.C.
Phone: not given

13

Address: Mooresville City Schools, P.O. Box 119, Mooresville, N.C. 28115
Type of Program: Resource Center for Creativity through Art, Music & Drama
Grade Level and Subject: 5 & 6, Art, music, drama
Contact Person: Mr. Robert O. Klepfer

#74
Name of Program: West Central Minnesota Institute for Creative Study
Location: University of Minnesota
Phone: 612-589-1464
Address: Division of Education, University of Minnesota, Morris, Minn. 56267
Type of Program: 3 week Summer Institute
Grade Level and Subject: Grades 7-11; ecology, psychology, physical science, computers, classical literature, art theatre, creative writing
Contact Person: Dr. Arnold Henjum

#75
Name of Program: Independent Study
Location: Buford, Georgia
Phone: not given
Address: Buford City Schools, Buford, Ga. 30518
Type of Program: independent study, resource room
Grade Level and Subject: 1-12, selected projects and problem solving
Contact Person: Mrs. Avis Fox

#76
Name of Program: Enrichment Program for Gifted/ Talented
Location: Moorhead, Minnesota
Phone: not given
Address: Independent School District #152, Box 100, Administrative Bldg., 810 Fourth Ave., S., Moorehead, Minn. 56560

#78
Name of Program: Academically Talented
Location: Des Moines, Iowa
Phone: not given
Address: Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50307
Type of Program: Resource Teacher to help teachers and students, main-streaming of gifted
Grade Level and Subject: K-12, English, Social Studies, Math
Contact Person: Ruth E. Blome, Supervisor of Academically Talented

#81
Name of Program: Academic Interest Center
Location: Stephen Partington Education Center
Phone: 517-485-8161, ext. 335
Address: 500 West Lenawee St., Lansing, Mich. 48933
Type of Program: Specialized courses for Secondary Students
Grade Level and Subject: 9-12, Secondary school – educational, social, cultural
Contact Person: Dr. William Helder

#82
Name of Program: Elementary Academically Talented Program
Location: Lansing, Michigan
Phone: not given
Address: Education Center, 519 W. Kalamazoo St., Lansing, Mich. 48933
Type of Program: Reading, math, science, language arts, scientific process
Grade Level and Subject: K-6
Contact Person: Dr. I. Carl Candoli or Dr. William Helder

#83
Name of Program: Field Science Program
Location: North Mason School District #403
Phone: Crestview 5-2881
Address: Belfair, Washington 98528
Type of Program: Weekend outings for "out of classroom experiences"
Grade Level and Subject: 8 and 9, Science
Contact Person: Jon D. Esarey

#87
Name of Program: OASIS
Location: Charleston, South Carolina
Phone: 803-722-8461
Address: Charleston County School District, Division of Instructional Services, 3 Chisolm St., Charleston, S.C. 29401
Type of Program: Summer program
Grade Level and Subject: 4-9, problem solving in consumer research
Contact Person: Preston M. Blanton

#89
Name of Program: Gifted Program
Location: Ottawa, Canada
Phone: not given
Address: The Ottawa Board of Education, 330 Gilmour St., Ottawa, Canada K2P0P9
Type of Program: self-contained
Grade Level and Subject: 5-8; all curriculum areas
Contact Person: Hazel A. Bowen

#91
Name of Program: Program for the Gifted
Location: Atlanta, Georgia
Phone: 761-5411, ext. 291 (404)
Address: Instructional Division, Atlanta Public Schools, 2930 Forrest Hill Dr., S.W., Atlanta, Ga. 30315
Type of Program: resource rooms, independent study, consultants for teachers, college courses, community interning
Grade Level and Subject: K-12; selected topics, uses resource rooms in grades K-7
Contact Person: Dr. Jean Fant, Coordinator for Gifted

#98
Name of Program: Program for Gifted Elementary School Children in Pasco County, Fla.
Location: Pasco County, Fla.
Phone: not given
Address: West Pasco Learning Center, c/o Richey Elementary School, 800 Madison St., New Port Richey, Fla. 33552
Type of Program: enrichment activities

14

Grade Level and Subject: K-7, biology, ecology, botany, filmmaking, ceramics, French, geometry, mythology, sociology, government, chemistry, creative writing
Contact Person: Jennifer L. Ghiselen and Christine L. Taylor

#108
Name of Program: Downtown Learning Center
Location: School District of Kershaw County
Phone: not given
Address: Kershaw County Educational Building, DuBose Court, Camden, S.C.
Type of Program: independent research in career areas – "Quest" inquiry groups
Grade Level and Subject: 11, 12 – independent research in career areas; interest groups
Contact Person: Mary B. DuVal (Mrs.), Director, Federal Programs

#110
Name of Program: Enriched Educational Program for Gifted and Superior Children
Location: Catawissa, Pa.
Phone: 717-356-3911; 672-2983
Address: Southern Columbia Area Elem. Schols, R.D. 2, Catawissa, Pa. 17820
Type of Program: enrichment
Grade Level and Subject: Grades 5, 6; variety of enrichment projects
Contact Person: Mr. Albert J. Glennon

#111
Name of Program: Talented Students Individual Learning Experiences
Location: Sioux Falls High School
Phone: not given
Address: Sioux Falls Independent S.D. #1, 201 E. 38th St., Sioux Falls, S.D. 57102
Type of Program: individual programs of enrichment
Grade Level and Subject: 9-12 individual programs of enrichment
Contact Person: Mr. Floyd Heinping

#113
Name of Program: Elementary Enrichment Program Academically Talented Class
Location: Keystone Central School District, Lock Haven, Pa.
Phone: not given
Address: Dickey School, S. Fairview St., Lock Haven, Pa. 17745
Type of Program: enrichment, self-contained class
Grade Level and Subject: 2-6, math, science, social studies, reading
Contact Person: Neal Gallagher, Elementary Supervisor

#114
Name of Program: North Mason Field Science Program
Location: North Mason School District #403
Phone: Cr 5-2881
Address: Belfair, Washington 98528
Type of Program: weekend science program
Grade Level and Subject: 8, 9, science
Contact Person: Jon D. Esarey

#115
Name of Program: Education of Gifted
Location: Northwest Tri-County I.U. #5
Phone: not given
Address: 252 Waterford St., Edinboro, Pa. 16412
Type of Program: primary enrichment, science classes, itinerant teacher, summer science
Grade Level and Subject: 1-6; 4-6 summer science, math; 1-3 itinerant teacher works through classroom teacher
Contact Person: not given

#116
Name of Program: Project CHALLENGE
Location: Cedar Falls, Iowa
Phone: not given
Address: Cedar Falls Community Schools, 903 Washington St., Cedar Falls, Iowa
Type of Program: enrichment within the classroom
Grade Level and Subject: K-6, parallels curriculum
Contact Person: Richard Nystuen

#117
Name of Program: The Seminar
Location: Adams, Franklin, York Counties
Phone: not given
Address: Lincoln Intermediate Unit #12, 11 E. Baltimore St., Greencastle, Pa. 17225
Type of Program: seminar plus independent study
Grade Level and Subject: elem., intermediate 4, 5, 6 "Man: A Course of Study" 10, 11, 12 grade, "The Environ. Ethic Lab"
Contact Person: Barbara J. Mosher, Coordinator

#118
Name of Program: Intermediate Unit Enrichment Program
Location: Colonial Northampton I.U., Nazareth, Pa.
Phone: 215-759-7600; 717-992-4145
Address: 299 Industrial Park Rd., Nazareth, Pa. 18064
Type of Program: acceleration
Grade Level and Subject: Grades 1-6; 2nd grade accelerated enrichment, independent study
Contact Person: Carl E. Thorton, Program Advisor

#119
Name of Program: Gifted Children's Program
Location: German Central Elementary School
Phone: 412-737-5424
Address: R.D. #1, McClellandtown, Pa. 15458
Type of Program: special classes
Grade Level and Subject: Ages 6-10; creative writing, art, movement and drama, games, simulation and role playing, bio. science
Contact Person: Dr. Carmen A. Guappone

#120
Name of Program: Gifted Student Program
Location: Brevard County Schools
Phone: not given
Address: 705 Avocado Ave., Cocoa, Fla. 32922
Type of Program: use of resource teacher
Grade Level and Subject: 1-6; selected curriculum areas
Contact Person: J. Howard Hinesley, Director

#122
Name of Program: Farmington Group Counseling Program for Gifted and Talented Students

15

Location: Farmington, Ct.
Phone: 203-673-4393
Address: Farmington, Connecticut
Type of Program: counseling for self-actualization
Grade Level and Subject: elementary and secondary
Contact Person: J. Patrick Howley

=124
Name of Program: Program for Intellectually Gifted Children
Location: Simsbury, Ct.
Phone: 203-658-5825
Address: Squadron Line Road, Simsbury, Ct. 06070
Type of Program: stimulation of creative-divergent thinking
Grade Level and Subject: 4-6; ½ year, thinking activities, field trips, and community activities
Contact Person: Leonard Lanza

=125
Name of Program: Expansion of Interest – Independent Study Program
Location: Richmond County
Phone: not given
Address: 3146 Lake Forrest Drive, Augusta, Ga. 30904
Type of Program: Independent study
Grade Level and Subject: independent study 8-12; expanding of interest 5-7, thinking and research skills
Contact Person: Mrs. Carlene Brown

=126
Name of Program: Project Bright
Location: Watertown, Wisconsin
Phone: 414-261-9424
Address: 104 N. First St., Watertown, Wis. 53094
Type of Program: enrichment and acceleration
Grade Level and Subject: 9-12, wide variety of topics from every curricular area
Contact Person: Don Battenberg

2. Based on the information supplied to this project, the following is a list of programs which have evaluated objectives. Time was not available to visit these programs. No judgment of the appropriateness of the evaluation design is implied here.

#1
Name of Program: Creating Opportunities for Gifted Children
Location: Richland, Washington
Phone: 509-946-6106
Address: 615 Snow Avenue, Richland, Wash. 99352
Type of Program: independent study-resource center
Grade Level and Subject: K-6; topics selected by individual students
Contact Person: De Wayne Boyd, Administrative Assistant

#2
Name of Program: Programs for the Gifted
Location: San Francisco, Calif.
Phone: 863-4680, ext. 469
Address: S.F. Unified School Dist., 135 Van Ness Ave., San Francisco, Calif. 94102
Type of Program: Enrichment-self-directed learning
Grade Level and Subject:
Contact Person: William B. Cummings, Supervisor, Gifted Programs

#4
Name of Program: Major Work-Honors-Advanced Placement Program
Location: Cleveland, Ohio
Phone: not given
Address: Cleveland Public Schools, Cleveland, Ohio 44101
Type of Program: Enrichment, Advanced Placement, Research Center, Honors Classes
Grade Level and Subject: Junior and Senior High School; all curriculum areas
Contact Person: not given

#5
Name of Program: Program for the Gifted
Location: Stuart, Florida
Phone: 287-6300
Address: Martin County Schools, Instructional Center, 500 East Ocean Blvd., Stuart, Florida 33494
Type of Program: Advanced Placement, Honors Classes, College Classes, Early Entrance, Resource Teacher
Grade Level and Subject: K-5; all curriculum areas
Contact Person: Felix A. Williams, Director, Exceptional Child Education

#6
Name of Program: Gifted Program
Location: Bradford County, Fla.
Phone: 904-964-6800
Address: Post Office Box 626, Starke, Fla. 32091
Type of Program: enrichment
Grade Level and Subject: Grades 2-7, all curriculum areas
Contact Person: Veronica Rushchmeier, Coordinator

#8
Name of Program: Program for the Gifted
Location: Polk County, Florida
Phone: 813-533-3101, ext. 296
Address: Post Office Box 391, Bartow, Fla. 33830
Type of Program: not given
Grade Level and Subject: not given
Contact Person: Mrs. Doris Sanders

#9
Name of Program: Independent Study
Location: Hopewell Area School District, Aliquippa, Pa. 15001
Phone: not given
Address: 1215 Longvue Ave., Aliquippa, Pa. 15001
Type of Program: independent study
Grade Level and Subject: grades 11, 12; biology, chemistry, French, literature, math, social studies
Contact Person: Mr. Camillo A. Bonomi

#12
Name of Program: Program for the Gifted
Location: Central Dauphin S. District
Phone: not given
Address: Administrative Offices, 600 Rutherford Rd., Harrisburg, Pa. 17109
Type of Program: independent study
Grade Level and Subject: grades 1-12; topics selected by students
Contact Person: Robert J. Connelly, Coordinator of Special Education

16

#13
Name of Program: Personalization of Classroom Educational Program
Location: Central Kitsap School District, Silverdale, Wa.
Phone: 206-692-5555
Address: P.O. Box 8, Silverdale, Wash. 98383
Type of Program: enrichment, community involvement, learning center, resource teacher
Grade Level and Subject: 7-8; topics selected by the individual student
Contact Person: Douglas F. Gorton, Special Projects Director

#14
Name of Program: Exceptionally Talented Program
Location: Governors School, Raleigh, N.C.
Phone: not given
Address: State Department of Public Instruction, Raleigh, N.C. 27602
Type of Program: enrichment
Grade Level and Subject: Grades 1-12, all curriculum areas
Contact Person: Cornelia Tongue, Coordinator

#15
Name of Program: Program for the Gifted
Location: Osceola County, Florida
Phone: 305-847-3147
Address: 401 Church St., P.O. Box 370, Kissimmee, Fla. 32741
Type of Program: special classes
Grade Level and Subject: grades 3-8; community contact, research, great people, art, science, music, literature, creativity
Contact Person: W.E. Patterson, Director, Special Education

#16
Name of Program: not given
Location: Brookfield Center, Brookfield, Ct.
Phone: 203-775-1251
Address: Town School Office, Brookfield Center, Connecticut 06805
Type of Program: special classes
Grade Level and Subject: Grades 4-6; French, arts and crafts, humanities I and II
Contact Person: Robert Schoonmaker

#17
Name of Program: not given
Location: Southington County Schools, Southington, Ct.
Phone: not given
Address: Board of Education, 49 Beecher St., Southington, Conn. 06489
Type of Program: small group projects, field trips
Grade Level and Subject: grades 8, 9; topics chosen by individual students
Contact Person: Alfred T. Lederman, Director of Secondary Education

#23
Name of Program: MGM
Location: Garden Grove, Calif.
Phone: 714-638-6000
Address: 10331 Stanford Ave., Garden Grove, Calif. 92640
Type of Program: not given
Grade Level and Subject: not given
Contact Person: David Moorhouse, Supervisor, MGM Program

#37
Name of Program: Instructional Program for Academically Talented
Location: Livonia Public Schools
Phone: 313-422-1200
Address: 15125 Farmington Rd., Livonia, Mich. 48154
Type of Program: enrichment center, resource teacher, independent study, individual scheduling, early graduation, minicourses
Grade Level and Subject: grades 1-6 independent study; 7-8 individual scheduling; 9-12, early graduation, minicourses
Contact Person: Paul E. Johnston, Deputy Superintendent

#45
Name of Program: Program for Mentally Gifted Minors
Location: Lulare, Calif.
Phone: 209-688-2021
Address: Lulare Union H.S. District, 3981 South "K" St., Lulare, Calif. 93274
Type of Program: College classes for H.S. students, enrichment activities, special classes
Grade Level and Subject: 9-12; selected courses
Contact Person: Ned F. Kehrli, Program Director or Paul Plowman, Consultant

#47
Name of Program: Academically Talented
Location: Philadelphia, Pa.
Phone: 215-EV7-1337
Address: School District of Philadelphia, Board of Education, Parkway and 21st St., Philadelphia, Pa. 19103
Type of Program: Accelaration, enrichment, resource tutoring, independent study
Grade Level and Subject: Grades 1-12; extra-curricular subjects, foreign languages, architecture, psychology, plus regular subject areas.
Contact Person: Nora Cohn

#50
Name of Program: Plan for the Provision of Programs for Exceptional Children and Youth
Location: Panama City, Fla.
Phone: not given
Address: Bay County Public Schools, Panama City, Florida 32401
Type of Program: Learning Center, enrichment program
Grade Level and Subject: Elem. & Junior H.S., K-12, math, arts, language arts, sciences
Contact Person: Mr. Curtis E. Jackson, Superintendent

#52
Name of Program: Stony Brook Program
Location: Dix Hills, New York
Phone: 549-4900, ext. 217
Address: 507 Deer Park Road, Dix Hills, N.Y. 11746
Type of Program: cluster, research projects
Grade Level and Subject: 11 & 12; topics selected by students on individual basis
Contact Person: Arthur D. Sullivan, Director, Planning & Evaluation

#53
Name of Program: Development of Total Talent (DOTT)
Location: Stevens Point, Wisconsin
Phone: 715-346-3153

17

Address: Cooperative Educational Service Agency No. 7, Route 5, Box 280-B, Stevens Point, Wisconsin 54481
Type of Program: Research, Honors Program, Student Seminar enrichment, independent study, acceleration
Grade Level and Subject: 7-12, selected courses
Contact Person: Mr. Henry Phillip, Agency Coordinator

#54
Name of Program: Program for the Mentally Superior Student
Location: Calhoun, Georgia
Phone: not given
Address: Instructional Center, c/o Liberty School, Route 6, Calhoun, Ga. 30701
Type of Program: independent study, research, field trips, mini-courses, enrichment
Grade Level and Subject: 2-12; reference, vocabulary, creative art, reading, critical thinking, mini-courses, research, *Future Shock*
Contact Person: Miss Betty Hunt - Resource Teacher: or Gordon County Dept. of Ed., P.O. Box 491, Calhoun, Ga. 30701

#57
Name of Program: Gifted Program
Location: La Orange, Georgia
Phone: not given
Address: La Orange Board of Education, 115 Cannon St., La Orange, Ga. 30240
Type of Program: Independent Study
Grade Level and Subject: 9-12; selected topics
Contact Person: Patricia K. Freeman, Teacher of the Gifted

#62
Name of Program: Program for the Gifted
Location: Valdosta Public Schools
Phone: not given
Address: 1215 North Slater St., P.O. Box 1085, Valdosta, Ga. 31601
Type of Program: 1-5 resource room program, resource teachers
Grade Level and Subject: 1-8 humanities
Contact Person: Mrs. Cuba S. McKay, Coordinator, Program for Gifted

#66
Name of Program: S.P.A.R.K.L.E.
Location: Norwich Public Schools
Phone: 203-887-9157
Address: Court House, Norwich, Conn. 06360
Type of Program: resource room serving 45 students from nine schools
Grade Level and Subject: 3-5, mini courses in language and math
Contact Person: Felice Kaufmann

#71
Name of Program: Art Studio Study Center for Creatively Talented Students
Location: Yakima, Washington
Phone: not given
Address: 501 S. 7th St., Yakima, Wash. 98901
Type of Program: Resource Room (Studio) Resource Teacher, enrichment, mini courses, individual study
Grade Level and Subject: 4-8; creativity through art and drama
Contact Person: Mr. Richard S. Williams

#73
Name of Program: SEARCH Program
Location: St. Paul, Minnesota
Phone: not given
Address: Mounds View Independent School District 621, Snail Lake Elementary School, 4550 Hodgson Rd., St. Paul, Minn. 55112
Type of Program: Resource Teachers and Resource Rooms
Grade Level and Subject: 1-6, research skills
Contact Person: Joyce Nelson

#84
Name of Program: Special Education for the Exceptional Student
Location: Alachua County, Florida
Phone: 904-373-5192
Address: 1817 E. University Avenue, Gainesville, Fla. 32601
Type of Program: Resource room
Grade Level and Subject: K-12; communication, social studies, math, community problems, foreign languages
Contact Person: Jane C. Nelson, Director

#90
Name of Program: Summer Program for Gifted Students
Location: Moodus, Connecticut
Phone: not given
Address: East Haddam Elementary School, Joe William Rd., Moodus, Conn. 06469
Type of Program: Summer of enrichment and mini courses
Grade Level and Subject: 3-6
Contact Person: Mr. James Sullivan

#95
Name of Program: High Potential Student (Title III, Project 1)
Location: School District 742, St. Cloud, Minn.
Phone: not given
Address: Seton Hall, 13th Ave. & S. 7th St., St. Cloud, Minn. 56301
Type of Program: mini courses
Grade Level and Subject: K-12, 18 subject areas – mini courses
Contact Person: Jane Korte

#99
Name of Program: Independent Study Program
Location: Anacortes Junior High School
Phone: 206-293-2154
Address: Anacortes Jr. High School, 22 and M Streets, Anacortes, Wash. 98221
Type of Program: independent projects using contract procedure
Grade Level and Subject: 8th grade; work experience/ research or exploration/creative (artistic component)
Contact Person: Michael Stark

#104
Name of Program: TAPS
Location: West Hartford, Ct.
Phone: 203-233-8281
Address: West Hartford Board of Education, 7 Whiting Lane, West Hartford, Ct. 06101
Type of Program: career exploration through television, arts productions by and for students
Grade Level and Subject: career education curriculum programs, grades 9-12, conducted in community
Contact Person: Dr. Ira J. Singer

#127
Name of Program: Project ACT
Location: Bridgeport, Ct.
Phone: 203-333-8551, ext. 768, 769
Address: John Winthrop Middle School, 85 Eckart St., Bridgeport, Ct. 06606
Type of Program: special classes
Grade Level and Subject: math, science, art, music, theater arts, grades 6-8
Contact Person: Israel Rubin, Director

#128
Name of Program: Center for Exceptionally Gifted and Talented Elementary School Children
Location: Federal Way, Washington
Phone: 206-941-0100
Address: 31455 28th Ave., So., Federal Way, Wash. 98002
Type of Program: Learning Center
Grade Level and Subject: 5-6; independent study, field trips
Contact Person: Donald E. Fowler

3. Based on the information supplied to this project, the following is a list of programs which have evaluated objectives, or objectives capable of being evaluated, and probably warrant a visit. Again, due to project limitations of time, funds and personnel, visits to these programs were not possible.

#10
Name of Program: Enrichment Program
Location: Susquehanna I.U., Pa.
Phone: not given
Address: P.O. Box 213, Lewisburg, Pa. 17837
Type of Program: enrichment, summer arts sessions
Grade Level and Subject: Grades 2-5, 11, 12; language arts, problem solving, simulations, *Man: A Course of Study*, film production, psychology, technology
Contact Person: John Martz, Supervisor of Special Education
This program offers a diversity of activities, and aims to promote higher levels of conceptualizing and thinking. Creativity-fostering activities are an integral part of the program. A program evaluation procedure is included.

#11
Name of Program: Project Alert
Location: Columbia, S.C.
Phone: not given
Address: 6831 Brookfield Road, Columbia, S.C. 29206
Type of Program: resource center
Grade Level and Subject: grades 4-12; logic, games, math, group dynamic activities, astronomy, oceanography, psychology and other selected topics
Contact Person: Dr. Herbert Tyler
This program is well researched and well formulated. The objectives are persuasive. In addition, it has a procedure for determining its success.

#18
Name of Program: Program for the Education of the Academically Gifted
Location: Wyoming Valley, West Kingston, Pa.
Phone: not given
Address: 386 Wyoming Avenue, Kingston, Pa. 18704
Type of Program: enrichment
Grade Level and Subject: Grades 1-12; all subjects
Contact Person: Dr. William J. Smodic
In the academically gifted program, students are able to pursue their own areas of interest, through a very flexible course selection procedure. An evaluation procedure is provided.

#20
Name of Program: G.A.T.E.
Location: Allegheny I.U., Pittsburgh, Pa.
Phone: 412-321-5700
Address: Suite 1300, Two Allegheny Center, Pittsburgh, Pa. 15212
Type of Program: individualized program of instruction
Grade Level and Subject: grades K-6; subject depends on students' interests
Contact Person: Roberta Feldman, Supervisor
This program's objectives are well formulated; the curriculum content is characterized by flexibility, and a program evaluation procedure is provided.

#21
Name of Program: The Creativity Project
Location: Oregon Consolidated Schools
Phone: not given
Address: 200 North Main St., Oregon, Wi. 53575
Type of Program: to foster creativity via open classroom
Grade Level and Subject: all curriculum areas
Contact Person: Russell S. Way
A space utilization approach is used in this program as an indicator of more flexible learning patterns. An evaluation procedure for the program is provided.

#22
Name of Program: Learning Center
Location: Citrus County, Florida
Phone: not given
Address: 1507 West Main Street, Inverness, Florida 32650
Type of Program: learning center
Grade Level and Subject: grades 3-8; creative activities, research, career education, independent study
Contact Person: Elizabeth Joyner, Coordinator of the Gifted
The program content includes a wide variety of creativity fostering activities. The development of such traits as initiative, motivation and a good self-image are encouraged. A procedure is provided for evaluating the success of the program.

#24
Name of Program: Program for Gifted Students
Location: Indiana, Pa.
Phone: not given
Address: Courthouse, Indiana, Pa. 15701
Type of Program: enrichment
Grade Level and Subject: Grades 1-12, language arts, communications, humanities, fine arts, and other selected topics
Contact Person: Max C. Harwick, Supt.
This program has selected innovative content areas, such as the frontiers of fields of study, cultural diversity, and in-depth study of selected topics. Evaluation for the program is provided for.

#25
Name of Program: High School-College Program
Location: Luzerne I.U., Kingston, Pa.

19

Phone: 717-287-9681
Address: Special Education Department, 368 Tioga Ave., Kingston, Pa. 18704
Type of Program: college classes
Grade Level and Subject: Grade 12; college course selected by student
Contact Person: Mrs. Marcella Vinovrski, Program Specialist, Gifted Program

In this program high school students are permitted to take college courses of their own choice, and receive credit for them. Counseling services are provided. A procedure for determining the success of the program has been set up.

#39
Name of Program: The Academically Talented Program
Location: Marple Newtown School District
Phone: not given
Address: Newtown Square, Pa. 19073
Type of Program: Special research projects, individual instruction, local and visiting resource individuals, language laboratory
Grade Level and Subject: K-12; topics chosen by individual students
Contact Person: Thomas J. Patty, Director

Social and scientific experiments are an integral part of the curriculum, as well as experience with two foreign languages. This program is 16 years old, and has a procedure for evaluating its success.

#40
Name of Program: Houston County Gifted Program
Location: Houston County, Ga.
Phone: not given
Address: 305 Watson Blvd., Warner Robins, Ga. 31093
Type of Program: independent study, advanced courses, resource units
Grade Level and Subject: 1-12; art, music, humanities, crafts
Contact Person: Gervaise W. Perdue, Coordinator, Gifted Program, Houston County

Program goals are well formulated. Program content is appropriate to its goals; no program evaluation procedure is provided.

#64
Name of Program: Pursuit of Excellence
Location: Toledo Public Schools
Phone: 419-729-5111, ext. 322
Address: Office of Gifted and Talented Programs, Toledo Public Schools, Manhattan Blvd. & Elm Sts., Toledo, Ohio 43608
Type of Program: advanced placement, independent study, acceleration, seminar, exploratory language
Grade Level and Subject: K-12; all curriculum areas
Contact Person: Joyce Van Tassel, Coordinator of Programs for Gifted/Talented

Elementary section of program is open and flexible; offers a diversity of content areas. Special counseling is provided.

#65
Name of Program: Academically Talented Program
Location: McKeesport Area School District
Phone: 412-672-9731
Address: Shaw Ave. & Locust St., McKeesport, Pa. 15132
Type of Program: Independent Study in a central resource center; workshops
Grade Level and Subject: 4-6 environmental education and other selected topics
Contact Person: Louise Roslund

Curriculum provides for in-depth study in selected topical areas by the group.

#67
Name of Program: Creative Learning Classes
Location: Cheboygan, Michigan
Phone: 616-627-4436
Address: Cheboygan Area Schools, P.O. Box 100, Cheboygan, Mich. 49721
Type of Program: Self-contained classes
Grade Level and Subject: K-5; all subject areas
Contact Person: Cynthia Scott

The program's design is well developed and organized; its rationale is persuasive.

#79
Name of Program: Huntingdon Enrichment Program
Location: Huntingdon, Pa.
Phone: not given
Address: 2500 Cassady Ave., Huntingdon, Pa. 16652
Type of Program: enrichment, minicourses, seminars, independent study, college courses, self-contained at elementary level
Grade Level and Subject: 3-12 – social studies, language arts, science, math, reading, spelling, foreign language
Contact Person: Mrs. Judith Rossi

Program offers a diversity of seminars on selected topics which provide impetus to research. Gifted students are permitted to arrange their own schedules.

#92
Name of Program: Fostering Outstanding Abilities
Location: St. Paul, Minnesota
Phone: 612-227-5914
Address: Webster School, 67 N. St. Albans, St. Paul, Minn. 55104
Type of Program: individual projects, also organized classes
Grade Level and Subject: grades 4-6; topics chosen by the individual student; communications and media, health sciences, mechanics, & electronics
Contact Person: Dorothy Sarafolean, Project Director

One goal of this career-oriented program is to integrate acquired subject matter and skills with actual experience.

#93
Name of Program: Twin City Institute for Talented Youth
Location: St. Paul, Minn.
Phone: not given
Address: 1600 Grand Avenue, Saint Paul, Minn. 55105
Type of Program: Summer courses
Grade Level and Subject: Grades 7-11; public/private; fine arts, physical science, math, social sciences, foreign languages, journalism, wilderness science, peer teaching, Europe today
Contact Person: Charles A. Caruson, Director

Meaningful learning experiences are provided through contact with community members of various careers or interests. The child's self-concept is believed to be enhanced.

20

#96
Name of Program: Advanced Learning Experiences Project (ALEP)
Location: Mercer Crest and Lake Ridge Schools
Phone: 206-232-1660
Address: Mercer Island Public Schools, 4160 86th Ave., Southeast, Mercer Island, Washington 98040
Type of Program: Special classes in designated areas, some individual work
Grade Level and Subject: "Elementary intermediate" (4-6); humanities, math-science, cultural arts
Contact Person: Donald E. Miller

This apparently is a well conceived program with clear objectives and a well-designed evaluation procedure.

#106
Name of Program: PACE
Location: Great Falls Public Schools
Phone: not given
Address: 801 2nd Ave., Great Falls, Montana 59401
Type of Program: enrichment, community resource people, independent study
Grade Level and Subject: Grades 1-6, resource rooms; 7-12, independent study
Contact Person: Dr. George Camp, PACE Coordinator

Meaningful learning experiences are provided through contact with community members of various careers or interests. The program expects the child's self-concept to be enhanced.

#109
Name of Program: Program for Research and Independent Study
Location: Vernon Public Schools
Phone: 203-875-5061
Address: Vernon Public Schools, Rockville, Connecticut
Type of Program: research and independent study
Grade Level and Subject: 3-8; content area chosen by child
Contact Person: Dr. Robert T. Lipstone, Asst. Supt. for C. & I.

This program, which incorporates a flexible, interdisciplinary approach, attempts to develop in its students initiative, independence, research skills, planning, and other characteristics.

4. The following programs are those actually visited by the project. These programs have all gathered objective and/or subjective data for the purpose of evaluating their effectiveness in meeting their objectives. These programs were selected for visits only after several project staff members had reviewed the program's materials and concurred that it was probably a superior program. A description of each program is included. Since a one or two day visit cannot yield a completely fair evaluation of a program, attempts to rate the programs are reserved for the section on comments and conclusions. The project personnel sought to obtain the following information from the visit:

    1. *Overview* – general information on program including type of students (creative, intellectual), type of program (self-contained, enrichment, resource room), grade levels, number of students served, program cost and source of funding, type of facility used. (Also see program matrix.)
    2. *Identification* – the procedures and instruments used to identify the gifted (also see project report on Indentification Instruments).
    3. *Criteria for Selecting Personnel* – formal procedure for selection and/or informal opinion on characteristics of a good teacher of the gifted.
    4. *Curriculum* – the subjects taught in the gifted program, (also see subject matrix).
    5. *Other Resources Used* – additional personnel and/or facilities either as aides or paid consultants as part of the program for the gifted.
    6. *Instructional Materials* – a list of commercially prepared materials used by the program. Often the materials used are basically teacher made.
    7. *Inservice* – type of inservice offered to teacher of the gifted, regular teachers, district administrators by and for the gifted program.
    8. *Written Information* – additional written materials on the project which are available at the Educational Improvement Center, Pitman, New Jersey 08071.
    9. *Program Characteristics Appropriate for Gifted* – those characteristics of the program which are designed to develop the unique abilities of the gifted child. These are characteristics which have been identified by the district personnel and not the personnel of this research project. In some cases it was the feeling of the district personnel that students other than the gifted could benefit from the program.
    10. *Basic Need for Program* – some programs were developed to satisfy a need of the gifted children of a specific district. In other cases these programs admittedly were not designed to develop the unique characteristics of the district's gifted population.
    11. *Program Objectives* – the learner and/or program objectives for the gifted students of a specific school and/or district.
    12. *Evaluation Procedures* – the evaluation design and instruments used to evaluate the program's objectives.
    13. *Program Outcomes* – as a result of the evaluation, whether the program's objectives were met.
    14. *Exportability* – to what extent another district could duplicate this program and expect similar results.
    15. *Specific Programs* – some districts had more than one program for the gifted. A short description of the various programs observed are presented.

Not all programs visited had information in all of the above areas. The only information contained in the report is information for which the project personnel received evidence during the visit. Based on the original written information supplied, the decision was made to visit some projects for specific information for which actual evidence did not exist.

#3
Name of Program: Gifted Programs
Location: San Diego, California
Phone: 714-298-4681
Address: Education Center, 4100 Normal St., San Diego, Calif. 92103
Contact Person: Dr. David P. Hermanson

21

I. General Information

A. Overview

The programs at San Diego offer a variety of different educational activities to over 6,500 K-12 gifted students. The program has been in existence for over 30 years and is one of the oldest in the country. The district receives approximately $60-70 per pupil state funding for each of the intellectually gifted students in the program. The programs for the gifted include cluster classes in grades 3-12, seminar classes for the highly gifted in grades 3-9, seminar classes for the highly gifted in grades 3-9, independent study in grades 10-12, early college admissions, educationally handicapped classes for underachieving and emotionally disturbed gifted and summer enrichment classes at all levels. Of the Programs visited, this probably has the greatest amount of written material on all aspects of its various programs.

B. Identification

The students are identified by individual intelligence test scores (usually a Stanford-Binet of 132+) by staff psychologists and through the use of some group intelligence tests at the secondary level. Some students who it is felt do have a potential I.Q. of 132+ and would profit from the program are admitted through use of a special committee.

C. Curriculum

Programs are offered in most if not all curricula areas.

D. Inservice

The program offers considerable inservice for their teachers. An annual conference for the gifted has been sponsored by the San Diego schools for the past four years. The conference is a day long series of workshops designed for teachers of the gifted. Monthly various programs are offered to teachers, administrators and other persons interested in the gifted programs.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, Phone 609-589-3410.

1. Handbook for Principals and Teachers of Elementary Programs for the Gifted
2. Handbook for Principals and Teachers of Secondary Programs for the Gifted
3. Programs for the Gifted Bulletin
4. Inservice Education and Teaching in the Secondary Gifted Program
5. Suggestions for Teaching Mathematics to Academically Talented Students in cluster classes, Grade 6
6. Overview of Programs for the Gifted
7. Evaluation of program
8. Reflections on La Jolla (student produced)
9. Program for the Gifted – Site Management
10. List of additional available guides

II. Program Objectives, Evaluation, Outcomes

Objectives are developed in somewhat broad terms at the district level then made more specific as part of the written plan for each school or program.

A. Objective (example: leadership)

To develop leadership qualities in gifted students.

School Level – at the local school level the objective was made specific "... 15% of the elective student government offices will be filled by gifted students."

Outcome – 6 of 16 elective officers were gifted students; the objective was met.

B. Objective (example: Academic Achievement)

To increase academic achievement as measured by stanine scores on the California Test of Basic Skills.

Local School – 80% or more of the students working at or above the seventh stanine in the three areas of arithmetic.

Evaluation – all students tested in spring.

Outcome – objective not met, only in one area did 80% achieve above the 7th stanine.

Objectives are developed and evaluated each year in areas such as leadership, creativity, academic achievement, career assessment, social adjustment, and use of community resources.

III. Specific Programs

It was not possible at the time to visit the various specific programs of the district. In addition to those briefly mentioned in the "overview" the following is a list of innovative projects for the 1974-75 school year.

Innovative Projects School Year 1974-1975

Multi-media productions and workshops
Humanities Fair and Student Conference
Internships and Career Awareness
Oceanographic surveys and studies
Monographs and books on the community and its leaders
Renovation of traditional classrooms
Student opera; written, produced and directed
Weekend retreat, seminars at Cuyamaca
Two-day expansion day program
Summer college tours and visitations
Balboa Park and Museum of Man utilization
Computer program
World Exploratory Scholarships
TV teaching and production
Renaissance Faire
Summer trips (Europe, etc.)
Outdoor Science Lab (Garden and Pond)
Filming the ecology of a community

#7
Name of Program: Project EXPLORE
Location: Stamford, Connecticut
Phone: 203-348-5841
Address: Newfield School, Stamford
Contact Person: Dr. Margaret Toner

I. General Information

A. Overview

This is a resource room program serving 5th and 6th grade creative and intellectually gifted students. This serves 150 students per week and receives two-thirds of the program costs from the state. Students from various schools in the district are transported to the center where they meet for two days per week.

22

The program is conducted by three teachers who each serve all students in classes of 25 each. The program is located in one of the city's elementary schools and uses three standard classrooms.

B. Identification

The teachers in the program meet with 4th and 5th grade teachers in March and April to discuss the characteristics of the gifted. The teachers then recommend students from their class to be tested for entrance into the program. Students are then tested on a Lordge-Thorndike and Stanford-Binet intelligence tests. Students are also tested for creativity on the Torrance Test of Creativity. Students are admitted to the program on the basis of both intelligence and creativity.

C. Curriculum

The program is designed to promote creativity, critical thinking and self-concept. The students participate in activities in science, math, art and language arts. These activities are developed by the teachers and often involve learning centers.

D. Other Resources Used

The program makes use of parents as aids to the classroom instruction.

E. Inservice

No formal inservice in the area of education of the gifted was developed in the district. The program's teachers attended regional TAG Conferences. Wednesdays were reserved as days for the Project EXPLORE teachers to work with the regular classroom teachers.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Original description of program when established.
2. Evaluation Report, Stage I, Project EXPLORE.

G. Program Characteristics Appropriate for Gifted

Unlike the regular class curriculum which is designed to teach skills and specific knowledge, this program is process orientated in developing more complex thinking and problem solving abilities. It tries to develop the ability to think critically rather than learn specifics.

H. Program Exportability

The program has specific procedures and elements which are defined. These elements, such as scheduling, class organization, pupil identification seem very exportable. However, the program exists in only one building and has only one team of teachers, thus its effectiveness may rely on personnel and not a specific program.

II. Objectives, Evaluation, Outcomes

Objectives:

The original program had seven behavioral objectives including the instruments on which they were to be measured. However, the objectives were not specific as to the degree to which a behavior was to be changed. Since that time the objectives have been rewritten to include degree of behavioral change. The new objectives were not available for release to the public at the time of this writing. The new objectives will probably be dealing with similar behaviors as the original objectives. The original objectives are as follows:

A. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their creative thinking abilities as measured by the Torrance Test of Creativity.

B. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their self-concept as measured by the Coopersmith Self-Esteem Inventory.

C. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their communication skills as measured by a five point Likert scale instrument, developed by the program.

D. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their attitude toward school as measured by the Junior Index of Motivation.

E. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their attitude toward any vocation as measured by the Purdue Vocational Attitude Scale.

F. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will become more open-minded as measured by the Rokeach Dogmatism Scale.

G. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their inquiry thinking abilities as evidenced by testing in specific content programs (for example, SCIS – Science Activities).

Evaluation:

The original objectives called for an evaluation design which proved to be involved, in terms of time, to implement. Currently, the project is being evaluated at three levels. First, is the written project proposal logical and consistent? Secondly, is the program consistent with its written description in the proposal? Finally, has the project's objectives been met? Thus far the project has met the first two levels of its evaluation. The final evaluation will take place in the spring of 1975.

#19
Name of Program: Gifted Programs
Location: Chicago, Illinois
Phone: 312-641-4500
Address: 228 N. LaSalle St., Chicago, Ill. 60601
Contact Person: Richard Ronvik

I. General Information

A. Overview

Chicago, now in its 11th year of offering programs for the gifted, has over 300 separately funded programs. All of the programs are designed by the local school building and/or district to provide a different type of educational program for a specific type of gifted child. The programs meet at least 150 minutes a week usually in a regular classroom with a normal size class of approximately 25-30 students. The state funds part of the cost of the program and these funds may be used to pay for instructional materials, consultants, administration and inservice costs. The local school must pay the teacher's salary and purchase any

special equipment needed from its own building budget. Each school submits a mini-proposal to the Chicago gifted office once a year for program funding. The proposal includes (1) identification procedures, (2) objectives, (3) activities, (4) evaluation procedures (5) budget.

B. Identification

The identification procedures vary from program to program depending upon the specific ability for which the program is designed. The guidelines state that "the gifted student is one whose mental ability is accelerated to the extent that he can profit from special educational services." The criteria for selecting the students must (1) be established before selection is begun, (2) use a minimum of three factors, (3) one-third of the criteria must be based on objective data, (4) have a direct relationship to the type of program being provided.

C. Criteria for Selecting Personnel

1. Willingness to work extra time (many of the gifted programs represent an extra load for the teachers) and
2. Ability to plan a program as evidenced by writing a proposal for a program.

D. Curriculum

All areas are served; however, most programs only serve one area at a time. Thus, a school may have a gifted program only for those gifted in math or art or science or music or humanities, etc.

E. Other Resources Used

This program makes extensive use of the resources of its city. It uses professional personnel on a regular basis as paid consultants to help teach art, music, writing, science, history, etc. It uses the city museums as regularly scheduled classrooms for specific students. It uses the walls of buildings for murals for its gifted art classes.

F. Inservice

Inservice programs are offered to teachers in specific subjects such as math, science, creative writing, etc. These programs usually involve many hours of class time over a period of several weeks. They are often equal in length to a graduate course.

G. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Programs and Services for the Gifted – a list and description of all programs and inservice programs.
2. Field Evaluation Forms
3. Gifted Program Guidelines (for proposals)
4. Budget and material ordering information

H. Instructional Materials

The attached list of materials has been found valuable to the various programs in one of the three areas of the city. The list was compiled by Mr. Yossel Naiman, Staff Assistant for Gifted Programs, Area C. (See attached 1.1)

II. Program Objectives, Evaluation and Outcomes

The objectives, evaluation and outcomes vary with each program. Each program must submit learner objectives written in a measurable form and an evaluation design appropriate for measuring the specific objective before the program is funded. Evaluation results must be submitted each year before a program is refunded. Programs which do not meet their objectives must adjust their program objectives and activities before they are refunded.

III. Samples of Specific Programs

A. District 20 Gifted Center, Chicago State University

1. The program is situated on the campus of Chicago State University. The program serves 125 students, grades 4-8 per week. The program uses three teachers as well as many college professors who volunteer their time to teach specific subjects to the students. The students attend the program for one day a week and must provide their own transportation. The use of a college campus provides the students with advanced research facilities such as the college library which they may use freely and special subjects taught by the professors. The gifted program is basically research and independent study orientated, but also includes group activites which vary from day to day depending on the ability and interests of a group of students.
   Contact Person: Dolores B. Johnson, Director
2. Additional information on student selection and teaching research skills available at the Educational Improvement Center, Box 426, Pitman, N.J., phone 609-589-3410.

B. Rogers School

This is a humanities program which meets once a day to serve a specific population of 6-7 grade students in a K-8 school. The program has one teacher who works with approximately 30 students at this time.

C. Skinner School

This is a district program drawing students from a number of schools in a lower socio-economic black community. The program is designed to develop expressive language and creative writing in students with high potential in this area.

D. Kosciuszko School

This is a program to serve students in grades 6-8 in a specific school. Many of the students are Spanish speaking and one of the aims of the program is to develop the language potential of these students. Students are selected from the high achievers within this school's population.

E. Murry School

This is a 5 and 6 grade program serving students of one school. The program meets for one hour a day and is built around the social studies program *Man: A Course of Study.*

F. Ray Community School, 5631 Kimbark Ave.

This is a district-wide program serving 16 area elementary schools. Students provide their own transportation to attend one of a variety of programs one-half day per week. Students are selected on the basis of different criteria depending on the program they will attend. The programs offered include:

1. general enrichment in a resource room
2. creative writing which makes use of a journalist as a part-time consultant teacher

24

3. music which makes use of the director of the Chicago Children's Choir as part-time consultant teacher
4. art, using professional artists as consultant teachers.

Contact Person: Erwin Pollack, Director
Additional written material is available at the Educational Improvement Center, Box 426, Pitman, N.J. 08071, phone 609-589-3410.

G. Kenwood High School

This high school offers a program in both music and photography. As part of the music program the composition of electronic music is taught by a consultant, Mr. Babcock, from a local university.

TEACHING RESOURCE & MATERIALS SECTION

ART HISTORY & APPRECIATION

THREE HIGHLY USEFUL COMMERCIAL CATALOGS AVAILABLE FROM THE VENDOR AT NO COST:

American Library Color Slide Co., Inc.
P.O. Box No. 5810, Grand Central Station
New York, New York 10017
COMMENT: CONTAINS THE MOST COMPLETE LIST OF COLOR ART SLIDES AVAILABLE.

Harry N. Abrams, Inc.
110 East 59th Street
New York, New York 10022
COMMENT: LEADING PUBLISHER OF ILLUSTRATED ART APPRECIATION BOOKS IN THE NATION.

Alva Museum Replicas, Inc.
30-30 Northern Blvd.
Long Island City, New York 11101
COMMENT: THE COMPANY REPLICATES STATUARY FROM GREAT MUSEUMS AROUND THE WORLD.

GENERAL INTELLECTUAL DEVELOPMENT

Creative Analysis (Paperback)
by Albert Upton & Richard W. Samson
E.P. Dutton & Co.
201 Park Avenue South
New York, New York 10003
Price: $6.50
Level: Intermediate and up.
Availability: Kroch & Brentano
Comment: Contains a series of graded exercises designed to promote improved ability at analyzing, analogizing, defining, categorizing, and other intellectual functions.

536 Puzzles and Curious Problems (Paperback)
by H.E. Dudeny; Edited by Martin Gardner, Mathematical Games Dept. of *Scientific American*.

Charles Scribner's Sons
Emblem Editions
Price: $2.95
Level: Intermediate and higher.
Availability: Kroch & Brentano
Comment: Contains every conceivable kind of puzzle except those requiring advanced mathematics. Many of the problems are tests of logic, categorization, and the perception of extended relationships.

Fun with Brain Puzzlers (Paperback) Title No. R476 by L.H. Longley Cook Fawcett Publications, Inc. 1515 Broadway New York, New York 10036 Price: 60c
Level: Intermediate & Upper Grade Availability: Kroch & Brentano
Comment: Many puzzles feature use of alternative symbols in mathematics.

Games for the Superintelligent (Paperback)
by James F. Fixx
Popular Library
600 Third Avenue
New York, New York 10016
Price: 75c
Availability: Kroch & Brentano
Level: Intermediate & Upper Grade
Comment: Contains puzzles and riddles which can be solved by simple arithmetic and simple logic.

101 Brain Puzzlers (Paperback)
by E.R. Emmet
Barnes & Noble Books
Division of Harper & Row
Price: $1.75
Level: Upper Grade & High School
Availability: Kroch & Brentano
Comment: Particular value of this listing is that it contains cross number puzzles which reinforce mathematical concepts.

Puzzles, Games, and Individual Activities
(A book of spirit gum masters)
by Orville & Evelyn [illegible]olph
Hayes School Publishing Co., Inc.
Wilkinsburg, Pennsylvania
Price: $3.50
Availability: Teacher's Store, 324 S. Wabash Ave., Chicago, Illinois 60604
Level: Primary
Comment: Contains simple crossword puzzles for primary children.

LANGUAGE ARTS

Games to Improve Your Child's English
(Paperback-Exercises Teacher Resource)
by Hurwitz & Goddard
Simon & Schuster (Fireside Book)
Price: $2.95
Level: All Elementary
Availability: Simon & Schuster
Comment: Contains "games approach" to learning grammar, spelling and vocabulary building at all elementary grade levels.

25

Making It Strange
(Series of 4 workbooks, plus teacher's manual)
Prepared by Synectics, Inc.
Harper & Row
Price: $1.35 per workbook $1.35 per teacher's manual
Level: Intermediate
Availability: Harper & Row
Comment: Excellent for stimulation of creative work.

New Directions in Creativity
(Series) (Books of Spirit Gum Masters)
Mark I
Mark II
Mark III
by Dr. Joseph Renzulli
Harper & Row
Price: $12.00 per book
Level: Intermediate
Availability: Harper & Row
Comment: Each book contains a series of creative language arts activities. Only one of each book is necessary because the pages of each book consist of spirit gum masters. The activities in the book are constructed around Guildor's "Structure of the Intellect" model.

SOI Workbooks (Five Workbooks and a Teacher's Manual)
Memory Work book (Bound)
Divergent Production Workbook (Bound)
Cognition Workbook (Bound)
Evaluation Workbook (Bound)
Convergent Production Workbook (Bound)
A Manual for Teachers
by Mary Nacol Meeker
Institute for Applied SOI Studies
1800 Highland Avenue
Manhattan Beach, California
Price: Convergent Production Workbook $3.50
all other workbooks $6.50
Manual for Teaching Teachers $5.00
Availability: Institute for Applied SOI Studies
Level: Primary and Lower Intermediate
Comment: These materials were developed from Guilford's "Structure of the Intellect" theoretical model. It is advised that before ordering any of the materials in quantity, the teacher review them for specific program suitability. Copies of these materials can be seen at the Area C Gifted Office.

Word Play (Paperback)
by Maxwell Nurnberg
Dell Publishing Company
750 Third Avenue
New York, New York 10017
Price: 75c
Level: Upper Grade & High School
Availability: Kroch & Brentano
Comment: Contains a series of exercises and games useful in vocabulary building, and reinforcing grammar and punctuation.

Write On! (Student & Teacher Activity Cards)
by Paulette Condos
Educational Insights, Inc.
211 South Hindry
Inglewood, California 90301
Price: $5.95
Level: Intermediate
Availability: Teacher's Store
324 South Wabash
Chicago, Illinois 60604
Comment: Contains 50 Student Creative Writing Ideas and 70 Teacher Activities for creative writing.

MATHEMATICS

The Math Entertainer (Paperback) Title No. HW7049
by Phillip Heafford
Harrow Books Division, Harper & Row
Price: 95c
Level: High School
Availability: Kroch & Brentano
Comment: Contains puzzles and riddles requiring the application of Algebra, Geometry, Trigonometry, and Calculus.

Mathematical Puzzles for the Connoisseur
(Paper back) Title No. A-316
by Kendall and Thomas
Thomas I. Crowell Company 1962
(Apollo Editions)
201 Park Avenue South
New York, New York 10003
Price: $1.95
Level: High School
Availability: Kroch & Brentano
Comment: Contains puzzles and riddles requiring the application of Solid Geometry, Trigonometry, and Algebra.

Mathematical Puzzles for Beginners & Enthusiasts
by Geoffrey Mott-Smith
Dover Publications, Inc.
180 Varick Street
New York, New York 10014
Price: $1.75
Level: Very Bright Intermediate – Upper Grade
Comment: Contains mathematical puzzles and riddles requiring application of arithmetic, elementary algebra, and some plane geometry.

Mathematical Teasers (Paper back)
Title No. 230 Barnes & Noble Everyday Handbooks
by Julio A. Mira
Barnes & Noble Books
Division of Harper & Row
Price: $1.75
Level: Intermediate and Upper Grade
Availability: Kroch & Brentano
Comment: Contains word problems and puzzles requiring the application of arithmetic.

SCIENCE

Safe and Simple Electrical Experiments (Paperback)
by Rudolf F. Graf
Dover Publications, Inc.
180 Varick Street
New York, New York 10014
Price: $2.50
Level: Intermediate and Upper Grade
Availability: Kroch & Brentano

26

Comment: The book contains 101 entertaining electrical experiments and projects in three major categories; static electricity (38 experiments), magnetism (32 experiments), and current electricity and electromagnetism (31 experiments.) The work is simply written and lends itself well to independent study activities. It is profusely illustrated and employs inexpensive materials usually found around the home.

#30
Name of Program: Horizons Unlimited (grades 4-6)
Sky is the Limit (grades 7-12)
Location: Avon, Connecticut
Phone: 203-677-1359
Address: Talcott Mountain Science Center, Montevideo Rd., Avon, Conn. 06001
Contact Person: Donald LaSalle

I. General Information

A. Overview

Talcott Mountain Science Center is a private non-profit corporation which conducts science education programs for various school districts throughout Connecticut. The center conducts Saturday programs for intellectually gifted students with a high interest and ability in science. The students are placed in the program by the surrounding public and private elementary and secondary schools. Not over 400 students are enrolled in the program at a time in groups with a maximum pupil teacher ratio of 10 to 1. The program cost is $200 per student per semester of which two-thirds are reimbursed by the state to the local school district. Because the Center does not receive any public financial support, it must charge for all of its services.

B. Identification

Done by the local school district (see attached 1.1 student nomination form).

C. Criteria for Selecting Personnel

Scientific training, ability to develop rapport with very intelligent children, enthusiasm.

D. Curriculum

Through individual study the students develop projects in the area of Astronomy, Ecology, Chronobiology, Geology, Meteorology, Radio Electronics and Seismology.

E. Other Resources Used

The program makes use of scientists within the community and other educational facilities such as university science departments and projects. The program also makes use of its older gifted students as aides to the younger students. These older students selected to serve as aides receive payment in terms of free tuition and use of the facilities.

F. Written Information

The following additional information is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071. Phone 609-589-3410.

Program descriptions including general information on the Center and its other services.

G. Program Characteristics Appropriate for Gifted

This is a program with a high level of independent research in which the students have an opportunity to participate. This is a high level science program. The center is a converted Nike Base on top of a mountain. The personnel are all scientists. This is a non-textbook, totally involved science program. The students are involved in scientific research.

H. Program Materials

The following is a list of some of the materials available in the various courses:

Astronomy:	Ten telescopes, ranging in aperture from 6 to 12½ inches. A radio telescope (20-foot diameter dish). Solar astronomy adapters for day-time work. Assorted optical equipment. Completely equipped photographic darkroom.
Meteorology:	A complete weather station with recording instruments. Weather teletype service. Radio weather map service. Weather balloon tracking equipment. Numerous assorted weather instruments.
Geology:	Field-collecting equipment. Rock saw, lapidary, rock crusher. Petrographic microscope. Extensive master rock and mineral collection. Full fledged Seismic station.
Ecology:	Field collecting equipment. Water and soil analysis materials. Dissecting equipment. Aquaria, microscopes, etc.
Chronobiology:	Human self-measuring equipment, stethoscopes, sphygmomanometers, peak flow meters, hand-grip testers, clinical thermometers, computer for analysis of biological rhythms.
Radio Electronics:	Complete amateur radio station, including OSCAR Satellite Tranceiving equipment. Oscilloscopes and signal generators. Elementary electronics education kits. Assorted test equipment.
Other Tools:	Complete Photographic Laboratory, including cameras, developing and printing materials. Digital computer services.

I. Program Exportability

The program is highly exportable given equal facilities, personnel and equipment.

II. Program Objectives, Evaluation and Outcomes

The program does not seem to have specific written behavioral objectives or an evaluation design. However, it appeared to the project personnel upon visiting Talcott Mountain that the objective was to develop the students' ability to conduct scientific investigation and that this program is probably very effective in developing this ability.

NOMINATION APPLICATION

"HORIZONS UNLIMITED" (grades 4-6) & "THE SKY IS THE LIMIT" (grades 7-12)

Courses in Independent Scientific Investigation for
Very High Ability Elementary, Junior and Senior High Students
Sponsored by the Avon Public Schools and held at
Talcott Mountain Science Center for Student Involvement

NAME _____ PHONE _____ AGE _____

ADDRESS _____ TOWN _____ SEX _____

SCHOOL _____ GRADE _____ PARENTS NAME _____

RECOMMENDATION OF PRINCIPAL: _____

_____

_____

SCIENCE DEPARTMENT CHAIRMAN OR SCIENCE TEACHER'S RECOMMENDATION: Please describe how this student has demonstrated very superior ability in Science. (Use reverse side.)

Note: A statement written by the student telling why he/she desires to attend, is helpful, but not required.

*GUIDANCE DEPARTMENT: (student's grades and test scores must be included).

I.Q. _____ Standarized Test Scores (S.A.T., etc.) _____ Science Grades _____ Math Grades _____

Student has been interviewed, is interested and has no conflicting commitments during the time this program meets:

_____ Yes _____ No. If no, explain on an attached sheet.

Student's desired subject of study at the center, (if known): _____

Student's parents have been notified and are aware of the goals of the program, transportation requirements, etc. _____ Yes

_____ No.

Student is taking course for High School credit _____ Yes _____ No.

I am informed of _____ nomination and understand that nomination does not ensure selection. The tuition costs and procedure for reimbursement are also understood and I hereby endorse this application.

_____
Superintendent of Schools

*Nominees must meet the minimum requirements of scoring at least two standard deviations above the norm on any standardized test (approximately upper 3%).
For additional comments, please use back of page.
Application not valid unless signed by superintendent of schools.

Application for: Fall Semester _____ Spring Semester _____ Both Semesters _____

28

#32
Name of Program: Pine View Program
Location: Sarasota, Florida
Phone: 813-955-5733
Address: 2525 Tami Sola, Sarasota, Florida 33577
Contact Person: John D. Woolever, Principal

I. General Information

A. Overview

Pine View is a county-wide program which serves students in grades four through twelve. It has a campus approach encompassing courses at several other schools in addition to those offered on the Pine View Campus.

The program was begun in 1968 under Public Law 89-10, Elementary and Secondary Education Act, and supported financially for three years (including staff, materials, buildings and equipment) by ESEA or by the National Defense Education Act. The Program, which has been in operation for five years, serves 439 intellectually gifted students.

B. Identification

Students are tested at their local schools while in the third grade. The Otis-Lennon, Stanford-Binet, Wechsler and Slosson intelligence tests are used. The identification process also includes recommendation by teacher, parent, principal and school psychologist.

C. Criteria for Selecting Personnel

Teachers in the Pine View Program must possess a Master's Degree or its equivalent in the subject area in which they teach. They should also have experience in teaching in a gifted program. (See section 1.1.)

D. Curriculum

The program serves the basic curriculum areas: language arts, social studies, mathematics and science as well as art, music and physical education.

E. Other Resources Used

The program makes extensive use of parents as volunteer aides and resource specialists. Parents act as aides not only in carrying out clerical duties, but also in maximizing individual progress by assisting in small skill groups, tutoring in areas of competence, chaperoning activities and providing financial support through their parent organization. Other community members and educational resources are utilized, such as the local forestry service, Department of Agriculture and various hospitals and laboratories.

F. Inservice

Inservice training is provided to teachers of the of the gifted. The training, in the past, has dealt with such topics as "identification and evaluation of current approaches to human problem solving" and applying "effective human relation skills to a series of reality based school situations." The programs vary as to length and content.

G. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Program objectives
2. Student Progress Report
3. Teacher observation checklist

H. Program Characteristics Appropriate for Gifted

Pine View is organized on a grade-level basis for graduation and promotion purposes only. A child may be scheduled into an area with children who are working at the same level but who may be considerably younger or older than he is. Students have the option of taking several courses in the same subject area, taking more courses than normally allowable in a "regular" school, taking courses normally offered only at much higher grade levels thereby being exposed to laboratory facilities usually not introduced until secondary school levels. Students have the advantage of coming into contact with teachers who have had in-depth education in their field and who normally teach several grade levels per day. Students are offered a variety of foreign languages and are able to participate in an "open studio approach" in their art classes. Students also have the opportunity to enroll in courses offered at other public schools while attending Pine View. Students also participate in an "Advex" program which is a series of minicourses designed to interest students and faculty alike.

II. Program Objectives

While program and student objectives do exist, the observer found that they *tend to* be based on subjective observations by students and/or teachers. The list of objectives is available from the Educational Improvement Center, Pitman, N.J. 08071.

"There is no specific evaluation design other than the evaluations established by the state department for accreditation purposes as they relate to exceptional child programs."

Program Exportability

The program is fair in exportability, with certain modifications. The program depends a great deal on the "campus style *school for the gifted*" approach.

Teachers must be flexible, democratic, tolerant and understanding. They must be creative and *professionally* oriented. They must have a constructive, positive attitude. This includes reading recent literature and actively seeking new ideas, methods and new teaching practices. They must understand the overall educational picture and philosophy of the project and not be limited to their own subject matter and immediate short term goals. They must be flexible enough to change their own established patterns to allow for the plans of *other teachers* and to break away from their own routines, even if it does shake up and interrupt the original calendar they had planned.

They should expect the unexpected, in fact plan on it. The teacher should expect the children to ask unexpected questions and, perhaps, *in a manner* which *they* may not expect. A teacher can develop an intolerance for very inquisitive children. He may also lose some of his own academic security when he discovers many of the children may already know more about certain subjects than he does, or will make a point of it in a brief period of time. Teachers must *learn* to understand and work with the gifted child. It rearely "comes naturally." They must also face the possibility that the child may have more ability or a higher measured IQ than the teacher. Many characteristics and behavior patterns of gifted children pose a threat to certain classical teachers. A teacher's unconscious responses affect the children and the program directly, without the teacher being aware of it.

29

If legally possible, anyone employed or being considered for future employment with the project should be required to take certain courses beforehand. The teacher's professional attitude and philosophy is very important. It is important that the teacher feel that he is *a teacher of gifted children* and considers himself an expert and a professional in *this* field, rather than being an instructor who teaches the children who are gifted. He must identify himself with *this particular field of education* rather than considering himself to be an elementary or secondary teacher, or to be a Spanish, social studies or physical education teacher who is assigned to a certain school, without taking an interest and really studying the peculiarities of the children he *is responsible to* every day.

The teacher's self-image and identification is quite important. A teacher with an apathetic approach or indifference can be easily identified by parents and his fellow workers. It affects the morale and efficiency of the entire staff and the children.

#43
Name of Program: Extended Learning Program
Location: Cupertino, California
Phone: 408-252-3000
Address: 10301 Vista Drive, Cupertino, California 95014
Contact Person: Paul Sheckler, Coordinator

I. General Information

A. Overview

Cupertino is a K-8 school district serving approximately 20,000 students of which approximately 3,000 are in one of four programs for the gifted. The program has been in operation for eleven years. The program, which is designed for the intellectually gifted, receives approximately $70 per pupil state funding which is used to pay for additional classroom materials, program administration, inservice for teachers and some salaries. One's general impression is that the program is well organized, simple and straightforward, yet has within its four types of programs enough options to cover a variety of individual and local school needs.

B. Identification

Students are pre-tested at the local school on the Slossen Intelligence Test or Peabody Picture Vocabulary Test. From this screening, students are selected for further testing by the school psychologist on a Stanford Binet L-M, or W.I.S.C. The identification process also includes teacher recommendations on the basis of a specific screening checklist. (See attached Cupertino No. 1.1, 1.2.)

C. Criteria for Selecting Personnel

The teachers for programs are usually selected from the experienced teaching staff on the basis of their creative ability in teaching, ability to organize, enthusiasm, sense of humor, and flexibility. (See attached Cupertino No. 2.1.)

D. Curriculum

All four programs serve the following basic curriculum areas: language arts, social studies, mathematics, and science.

E. Other Resources Used

All programs make extensive use of parents and members of the community as volunteer aids or resource specialists. The parents are used to help with clerical duties, supervision on class trips, etc. The members of the community, including the parents, are used as resources for enrichment activities in which the community member has a particular specialty.

F. Inservice

Inservice training is provided to all teachers of the gifted through the use of regularly scheduled meetings. The programs at these meetings may include characteristics of the gifted, methods and materials for the gifted. One program, designed to stimulate the teacher's imagination, presented the movie *Future Shock*.

Inservice is also offered to regular class teachers, who have gifted students in their classes, on activities which they can do with these students. (See attached Cupertino No. 3.1, 3.2.)

G. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. program descriptions
2. program evaluation results
3. program objectives
4. program curricula
5. program report cards
6. research on value of traditional grading

H. Program Characteristics Appropriate for Gifted

While these programs cover a similar curriculum as the curriculum used with regular classes, the information of the curriculum is taught and evaluated differently. The programs stress higher levels of thinking (analysis, synthesis and evaluation) when dealing with particular subjects. Thus students are not given more of the same as the regular students but are required to deal with similar information in a different manner. The students are also given extensive opportunities to satisfy their overactive curiosities through a great variety of enrichment and additional project activities.

II. Program Objectives, Evaluation, Outcomes

There are nine learner objectives for the district program. Specific district programs and/or classes may have more specific objectives or additional objectives as written objectives and evaluation procedures are written on both a district and individual classroom level.

Objective – 80% of students to demonstrate growth in academic skills, enabling them to move at least one year beyond grade level norms and to perform at a level commensurate with their ability.

Evaluation Procedure – S.R.A. achievement tests given to all students in the district each spring. The mean score for students in gifted programs are then compared with the mean score for regular students in the areas of math, language and reading.

Objective – 80% of students use the higher cognitive levels of Bloom's Taxonomy, specifically analysis, synthesis, and evaluation, in their instructional program with materials, methods, and processes developed and evaluated to the satisfaction of the teacher.

30

Evaluation Procedure – Intellectual opportunities depend upon student-prepared or teacher-prepared narrative type responses and expectations evolved by company establishing program, as in the cases of the Great Books and the hand calculator pilot program with S.R.A. and Texas Instruments.

Objective – 90% of students to demonstrate the use of creativity in at least one area of interest.

Evaluation Procedure – Some creative works published or performed. Specially made films shown on TV or to various audiences. Teacher rating of activity or product.

Objective – 80% of students to develop and demonstrate leadership ability by effecting a plan of action in classroom, school, or community activities.

Evaluation Procedure – Keep a list of activities in which students participated and/or a copy of the plan developed for organized activity showing purpose, participants, delegation of responsibilities, anticipated outcome, culmination. The student states succinctly the leadership function he has performed and presents a thorough rating of his leadership contribution.

Objective – 60% of students to receive program and/or counseling in the area of career awareness.

Evaluation Procedure – Questionnaires which enable students to make choices in areas of career interest. Choices aid students in planning appropriate educational programs.

Objective – 80% of students to develop increased skill in solving problems in appropriately selected materials and activities which lend themselves towards investigation and resolution. Such materials and activities would be either selected by the peer group or the teacher.

Evaluation Procedure – Teacher-made tests . . . observation . . . products developed using problem-solving techniques.

Objective – 80% of students to participate in various learning activities which involve progressive development beginning with the acquisition of information through critical evaluation and finally to a value judgment. This activity is to be guided by the teacher, evaluated by the student, and hopefully the insights gained by the students shared with his peers.

Evaluation Procedure – Narrative-type responses of students from teacher-made instruments which require critical thinking. The Watson-Glaser "Critical Thinking Appraisal" test will be made available for use in the classroom.

Objective – 80% of students to participate in activities which will allow unstressed yet rich opportunities for personal growth. 80% of students to be involved in self-enhancing experiences which will enable them to appreciate their giftedness and face the responsibilities it poses.

Evaluation Procedure – Record keeping of students . . . Teacher's records showing improvement in time use and self-concept . . . Surveys by students and by teachers . . . Dr. Sears' survey . . . On-going evaluation through teacher-student and student-student contact.

Objective – 80% of students to demonstrate growth in understanding others and in developing constructive attitudes toward others.

Evaluation Procedure – Periodic surveys or check lists by student, teachers, and parents and/or evaluation as it happens in the particular setting.

Outcomes

Based on the results of those objectives which could be measured by objective tests, questionnaires or opinionnaires, the program appears to be meeting its objectives. (Evaluation results are available at E.I.C.)

III. Specific Programs

A. **Cluster Classes** – There are about 56 self-contained classes for the gifted grades 1-6. These classes are approximately 60% gifted and 40% high achievers. Some of the classes are grouped on traditional grade level patterns, others are grouped as combination grade levels. These classes use a standard classroom for their building where approximately 30 students are served by one teacher. The students study the basic curriculum used by their peers with the use of individualized materials whenever possible. The students are offered a variety of additional enrichment activities through the use of interest and learning centers and community resource people.

Program Exportability – This program seems highly exportable. The program has written guidelines, objectives, and some written curriculum. It has been in existence for a number of years and is in use in several schools and classes within the district.

Materials – The following list of materials represents a composite of suggestions from several classes visited. It is not intended that one conclude that there is any direct relationship between the materials listed below and the success of a program, for many teachers prefer to make their own materials.

1. Random House Reading Program, Random House, N.J.
2. Science Curriculum Improvement Study, Rand McNally & Co.
3. Junior Great Books
4. List of Educational Games (see attached No. 4.1).
5. *Man, a Course of Study*

B. **Exploration Center** – Some of the identified gifted students remain in the regular class. In addition to the inservice training given to the teachers of these classes, these students have the opportunity of attending the Exploration Center for a half day per week. The Exploration Center is a means whereby the students are given a qualitatively different program through enrichment activities in a resource center.

The Center began in 1972. It utilizes a large open space area created by knocking out parts of the walls of four adjoining classrooms.

Four resource teachers and two aides teach approximately 700 students a week in the Center. The students are transported by their parents from schools throughout the district. The four teachers not only manage, plan for and guide the children while they are in the Center but also spend half their time working with the students' teachers in their home schools.

The Center is divided into interest centers in which the students work. Primary students rotate through eight areas during a four-week period. Intermediate students select two areas in which to work for six-week periods. Parents and other members of the community are used as resources to the interest centers.

31

The interest centers usually fall into one of eight categories:

1. Arts and Crafts
2. Animal observation
3. Audio-Visual
4. Linguistics
5. Social studies
6. Music and listening
7. Science
8. Mathematics

Program Exportability – The program is fairly exportable. It has written guidelines, has had one change in personnel and follows a standard procedure. However, the program exists in only one center, thus it relies very strongly on one resource team.

Materials – Most of the materials used by the center are teacher-made. The following list of materials is based upon observation of and discussions with the center's teacher. It is not intended that one conclude that there is any direct relationship between the materials listed below and the success of the program.

1. A variety of animals – rabbits, rats, snakes, etc.
2. Animal cages
3. "Jelly Bean Company – Buying and Selling Goods," B.F.A. Educational Media Co.
4. *Homestead, Pioneers, Council, Trade* and other simulations by Interact, Box 262, Lakeside, Calif.
5. Video Tape Equipment

C. **Advanced Placement Program** – Approximately 350 sixth graders with I.Q.'s over 137 on a Binet are placed in special classes adjoining a junior high school. Through such placement, these advanced students are able to make use of the junior high school facilities, i.e., science laboratories, library, arts and crafts classes, etc., a year earlier in their educational experiences.

Program Exportability – This program seems highly exportable. It involves several teachers and schools as well as specific guidelines.

D. **Underachieving Gifted Program** – This program is designed for gifted children who are at least 2 years below grade level in their academic subjects. The cause of this underachievement is usually related to a learning disability and/or emotional problem. The program serves 15 such students in a 3-4 multi-grade level classroom. The teacher uses individualized teaching material and constant ego reinforcement. Much activity is involved in the development of the child's self-concept. The results of the program over the past years seem to indicate that it is achieving success. The majority of the students have been successfully returned to the district's other gifted programs within a two year period.

Program Exportability – The program is poor to fair in exportability. There are less written guidelines on this program than the others. (The observer found it similar to many special classes for the learning disabled or emotionally disturbed.) There is only one such class in the district, thus its effectiveness relies heavily on one person.

CUPERTINO SCHOOL DISTRICT
EXTENDED LEARNING PROGRAM

CUPERTINO 1.1

SCREENING AND NOMINATION FORM

Child's Name _____ School _____

Address _____ Grade _____

Parents _____ Date _____

Phone _____ Teacher _____

Test Results:

Name of Test	Results	Grade	Date

Recommendations: In view of the following case study record, check which type(s) of program(s) would be most appropriate for this pupil:

1. Enrichment in regular classes ..... _____
2. Special tutoring ..... _____
3. Advanced classes (acceleration) ..... _____
4. Special counseling or instruction outside of regular classes ..... _____
5. Cluster or Extended Learning Class organized for gifted pupils ..... _____
6. Under Achieving Gifted Class ..... _____

Date _____ Signature _____

Form ELP 18

33

In academic performance, disregarding test results, would you rank this pupil in the upper five percent of his class? In your opinion, is this child "mentally gifted?" Is classroom performance consistent with results of standardized tests?

Upper five percent?		"Mentally gifted?" (by State Criteria)		Performance consistent with tests?	
Yes	No.	Yes	No	Yes	No

Intellectual Functioning

Check the column which best describes the child's intellectual functioning. These items include a range of possible characteristics or objectives. A child is not expected to be high in all of them.

		Little 1	2	Moderate 3	4	Much 5
(1) **Knowledge and Skills.** Possesses a comfortable knowledge of basic skills and factual information.						
(2) **Concentration.** Has ability to concentrate; is not easily distracted.						
(3) **Enjoyment of School.** Enjoys academic pursuits and assignments; likes school.						
(4) ***Persistence.*** Ability and desire to follow through on work; concern with completion; ability to see a problem through.	In own interests					
	In assigned tasks					
(5) **Responsiveness.** Is easily motivated; responsive to adult suggestions and questions.						
(6) **Intellectual Curiosity.** Pursues interests primarily to understand or satisfy curiosity; questions the common ordinary, or the unusual; wants to know *how* and *why;* generates questions of his own (in connection with personal interests or group concerns).						
(7) **Challenge.** Enjoys the challenge of difficult problems, assignments, issues, materials.						
(8) **Perceptiveness.** Is alert, perceptive, and observant beyond his years, aware of many stimuli.						
(9) **Verbal Facility.** Shows marked facility with language; uses many words easily and accurately.						
(10) **Fluency.** Produces a large number of ideas or products, often very quickly.						
(11) **Flexibility.** Able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.						
(12) **Sensitivity to Problems.** Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements.						
(13) **Originality.** Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality.						

	Little 1	2	Moderate 3	4	Much 5
(14) **Imagination.** Can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful associations or insights.					
(15) **Reasoning.** Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole.					
(16) **Scientific Method.** Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions.					
(17) **Independence in Thought.** Inclines to follow his own organization and ideas rather than the structuring of others.					
(18) **Independence in Action.** Able to plan and organize activities, direct action, and evaluate results.					
(19) **Independence in Work Habits.** Requires a minimum of adult direction and attention; possesses research skills to facilitate independent work.					
(20) **Wandering.** Child often is out of his seat, either wandering without apparent purpose, or engaged with materials or people in another part of the room.					
(21) **Daydreaming.** Child seems to be preoccupied with own thoughts, perhaps staring into space or out the window.					

(22) Describe any learning characteristics which seem outstanding or would especially facilitate this child's progress in a challenging educational program.

(23) Describe any learning difficulties the child might have in particular areas which could hinder progress in such a program.

The following list of subjects and activities is to be checked for (1) the child's apparent *interest*, judged by your observations of classroom behavior; (2) *performance*, judged either by grades or quality of products or actions; and (3) the *grade level* at which the child seems capable of functioning.

35

	Interest					Performance			Capability
	Little 1	2	Moderate 3	4	Much 5	Low	Aver.	High	Grade Level
Art									
Construction or Manipulation									
Dramatic Expression									
Language Arts — Handwriting									
Language Arts — Oral Expression									
Language Arts — Spelling									
Language Arts — Reading									
Language Arts — Written Expression									
Mathematics									
Music									
Physical Activities									
Science									
Social Studies									

Physical Development

	Little 1	2	Moderate 3	4	Much 5
(1) Indicates that physical activities are a comfortable, enjoyable area for self-expression.					
(2) Co-ordination, timing, agility, and ability to satisfactorily participate in organized games.					

Check the space which best describes the child's physical build as compared with the rest of the class.

Small stature ..... _____

Medium build ..... _____

More physically developed than most ..... _____

Describe any important aspect of the pupil's health or physical development which might affect participation in a challenging educational program.

_____

_____

_____

_____

_____

36

Social Development

Check the column which best describes this child's social development.

		Little 1	2	Moderate 3	4	Much 5
(1) **Popularity.** Others seem to enjoy and want to be with this child; frequently seen interacting with others in a social, friendly manner.	With same sex					
	With opp. sex					
(2) **Acceptance of Others.** Relates to others with genuine interest and concern; enjoys others; seeks them out; shows warmth.						
(3) **Status.** Assumes public roles and leadership positions or enjoys considerable status in peer group.						
(4) **Social Maturity.** Able and willing to work with others; can "give and take;" is sensitive to the needs and feelings of others; shows consideration; observes rules of social conduct.						
(5) **Sense of Humor.** Ability to laugh at himself (if necessary); gets enjoyment and pleasure from lighter moments in school day; laughs easily and comfortably.						
(6) **Happy Qualities.** Seems self-confident, happy, and comfortable in most situations; usually has a cheerful, pleased, or satisfied look on his face; does not seem to worry too much.						
(7) **Rapport with Teacher.** Two-way communication which seems to bring enjoyment to both child and teacher; relatively open, relaxed, in personal relationship.						

Describe any characteristic of social behavior which you feel could interfere with this child's educational progress.

37

Emotional Development

Check the column which best describes this child's emotional development. Please note that a high score may not be desirable on all of the items which follow.

		Little 1	2	Moderate 3	4	Much 5
(1) **Emotional Stability.** Is able to cope with normal frustrations of living; adjusts to change with minimum of difficulty.						
(2) **Openness to Experience.** Appears to be receptive to new tasks or experiences; seems able to take reasonable risks; can respond naturally to unusual or unexpected stimuli.						
(3) **Enthusiasm.** Appears enthusiastic about life; enters into most activities with eagerness and whole-hearted participation.						
(4) **Self-Acceptance.** Seems to understand and accept self; able to view self in terms of both limitations and abilities.						
(5) **Independence.** Behavior usually is dictated by his own set of values; is concerned with the freedom to express ideas and feelings.						
(6) **Conformity.** Behavior is influenced by expectancies and desires of others.	Influence of adults					
	Influence of peers					
(7) **Anxiety over Achievement.** Seems anxious about achievement; worried or concerned about school work, or the impression any performance makes on others.						
(8) **Competitiveness.** Has high standards for performance, usually desiring to do as well or better than peers.						

Describe any emotional immaturity or other personality characteristics which could hinder this child's development.

Please fill out in duplicate and forward one copy to Psychological Services.

CUPERTINO 1.2

Cupertino School District

REQUEST FOR INDIVIDUAL I.Q. TESTING FOR E.L.P.

Pupil's Name _____ Birthdate _____ Date _____

School _____ Grade _____ Teacher _____ Room _____

Address _____ City _____ Phone _____

Parents' Name _____ Grade(s) Accelerated _____

Group or Individual Intelligence Test Results:

Date	Grade	Name and Form of Test	Verbal	Non Verbal	Total	Percentile
____	____	Peabody, Form _____	CA____	MA ____	____	____

Group or Individual Achievement Test Results:

				READING		ARITHMETIC		TOTAL	
Date	Grade	Name of Test	Form Level	Score	%ile	Score	%ile	Score	%ile

Evidences of Giftedness, Creativity, Uniqueness, or Problems:

_____

Name of Person Making Referral

39

APPENDIX I – CASE STUDY

PERSONAL HISTORY

Personality Traits (Checked by teacher each year)

	Check (√) where outstanding								
Grade:	K	1	2	3	4	5	6	7	8
Year:	___	___	___	___	___	___	___	___	___
1. Is alert beyond his years	___	___	___	___	___	___	___	___	___
2. Has keen powers of observation	___	___	___	___	___	___	___	___	___
3. Has a high degree of curiosity	___	___	___	___	___	___	___	___	___
4. Is highly imaginative	___	___	___	___	___	___	___	___	___
5. Prefers challenge of difficult problems	___	___	___	___	___	___	___	___	___
6. Fulfills assigned responsibilities	___	___	___	___	___	___	___	___	___
7. Sets own high standards	___	___	___	___	___	___	___	___	___
8. Uses logical reasoning	___	___	___	___	___	___	___	___	___
9. Quickly adjusts to change	___	___	___	___	___	___	___	___	___
10. Not easily distracted	___	___	___	___	___	___	___	___	___
11. Has deep and varied interests	___	___	___	___	___	___	___	___	___
12. Chooses original methods	___	___	___	___	___	___	___	___	___
13. Shows keen sense of humor	___	___	___	___	___	___	___	___	___
14. Is sensitive to feelings of others	___	___	___	___	___	___	___	___	___
15. Other (state)									
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___

40

PERSONAL HISTORY

Adjustment Status (Descriptive terms to be filled in by teacher each year)

GRADE	ADJUSTMENT		ACADEMIC PERFORMANCE	SPECIAL INTERESTS OR HOBBIES
	Personal	Social		
Kgn.				
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				
8th				

CUPERTINO 2.1

CRITERIA FOR SELECTION OF EXTENDED LEARNING PROGRAM TEACHERS

... Creative in
  ... Thought
    ... Classroom organization
      ... Production

... Teaching methods
  ... Experiences planned
    ... Materials

... Well organized
  ... Deliberately advancing aspects of creativity and mental giftedness
  ... Using teaching methods, developing experiences, and employing methods of evaluation that are
    (1) Consistent with general and specific program goals and specific purposes, needs, and interests of individual children.
    (2) Based upon a philosophy of education, principles of learning, a knowledge of social conditions, and awareness of relevant facets of personal, intellectual, and social development of each student.

... Enthusiastic – by example, instills a joy of learning, discovering, "self-starting," and sense of "mission" for personal growth and for improving society.

... Endowed with a sense of humor, empathy, and personal warmth that encourages gifted pupils to talk about, to think about, and reflect upon the things that are most important to them.

... Knowledgeable – possessing broad knowledge, including superior knowledge in one field, an understanding of related fields, and insight into how knowledge from various fields may be applied in analyzing and in arriving at solutions to problems.

... Flexible
  ... In recreating and restructuring the physical environment
  ... In using materials and equipment
  ... In structuring and restructuring interest – learning – personality – developing groups and classroom experiences
  ... In planning lessons and in modifying lessons to capitalize on a "moment of" or opportunity for learning

... Aware of the capabilities and needs of gifted students.

... Resourceful in searching for and obtaining special materials, and in becoming acquainted with and using resource persons, as well as in locating out-of-school places where children and youth may have worthwhile educational experiences.

... Providing special educational opportunities for each gifted pupil.

CUPERTINO 3.1

IDEAS FOR EXTENDED LEARNING PROGRAMS IN GRADES K-6 WHEN CHILDREN ARE NOT CLUSTERED

1. Enrichment at a resource center located within the school district, where students work with uniquely appropriate center-type activities taugh: by certificated teachers and aides. Students are transported from the home school to the center for part of the school day. This is in addition to enrichment provided at the home school. (Wilson Exploration Center.)

2. Enrichment within the classroom combined with special projects outside the classroom taught by resource people, volunteer aides, or teachers.

3. An extra certificated teacher hired to instruct identified students one day per week, assisted by parent volunteers who teach or assist and college students who teach a foreign language. This is in addition to enrichment within the classroom.

4. Enrichment in specific subject areas.

5. Enrichment within the classroom and mini center, handled by parents or aides and assisted by the E.L.P. resource staff.

6. Enrichment within the classroom plus programs taught by a paid aide during the school day.

7. Enrichment within the classroom plus activities handled by teachers or parents outside the school day.

8. Dual Program – all identified students at the intermediate level come early two days a week. Teachers are freed to work with all students the last hour. The early segment is handled by three teachers who take turns instructing. Parents follow up in special areas connected with the topic taught by the teacher during school hours. This is combined with enrichment within the classroom and special activities taught by parent volunteers outside school hours.

9. A substitute is paid to release a regular teacher to coordinate the program or to teach. This is in addition to classroom enrichment.

10. A combination of all the above with the exception of a paid aide. A science learning center and a separate media center are incorporated in the program.

CUPERTINO 3.2

IDEAS FOR EXTENDED LEARNING PROGRAMS IN GRADES 7 AND 8

CLUSTER GROUPING:

A group of gifted students is scheduled within one class for an enrichment program. The cluster group would be large enough for an interchange of ideas. Cluster grouping facilitates the use of special advanced materials, books, and equipment. There are often several clusters within a grade level. (English, social studies, science, math.)

CROSS-GRADED CLUSTER GROUPING:

Particularly in schools with low gifted identification, this pattern of cross-graded clustering in a special interest class allows for good use of teacher planning and maximum student involvement in both individualized and cluster grouped activities.

CROSS-GRADED SFECIAL PROJECTS:

Students meet weekly with the particular purpose of designing and completing a special project. Projects are individually selected under the guidance of an instructor and each student states goals, means, and expected outcomes in individual contract. In addition, using a career exploration theme, students select speakers and visitations to be scheduled throughout the year.

INDEPENDENT STUDY:

Independent study is a study in depth of a particular subject or area which is not available to the student in the regular curriculum. The organization of the study is based on a contractual agreement between the student and a teacher who is competent in the specific area. The contract will state pre-arranged objectives and learning outcomes which are expected to result from completed, self-designed assignments. Student-teacher conferences will be utilized for instruction, for guidance, and for mutually agreeable evaluation methods. Students who are accepted for independent study must be strongly motivated and must have demonstrated ability for self-direction and responsibility.

SEMINARS:

Through discussion of selected issues, students have the opportunity to integrate concepts and information from various sources to aid them in formulating their own personal philosophy. The precise curriculum for the semester is chosen on the basis of student interest and concerns. Emphasis is on discussion based on independent and creative thought and on student reflection of individually pursued topics.

COUNSELING:

Although most of the guidance procedures involved in individual or group counseling are applicable to gifted children, the gifted and creative youngsters often present special problems to counselors which these weekly counseling sessions take into account. Major counseling issues presented by the highly creative student are likely to center around his isolation and estrangement from his peers and teachers, what appear to be "unrealistic" career choices, divergent values and attitudes, and a discrepancy between ability and achievement.

Gold Cup Games by Bomar

CUPERTINO 4.1
Vivian C. Malin
San Antonio School
Cupertino Union Sch. Dist.
Cupertino, California

LIST OF EDUCATIONAL GAMES

GAME	SUPPLIER AND/OR CO.	APPROX. COST
Ad Lib	T Tch. – E.S. Lowe	$ 3.00
Animal Kingdom	Tch – Ideal	6.00
Antonym Poster Cards	Tch – Milton Bradley	3.00
Arvesta Board	Products of Behavioral Sciences	2.00
Arithmetic Inst. Activities	Love – Publishing Co.	3.50
Attribute Games	Creative Publications	8.75
Careers	T – Parker Bros.	4.00
Fun and Games with Math (2 books)	Contemporary Ideas	3.75/box
Geoblocks	McGraw – Hill Book Co.	32.50
Geoblock Problem Cards	McGraw – Hill Book Co.	11.95
Geoblock Activity Cards	Creative Publications	9.00 Prim.
Cards		12.00 Inter.
Head to Head	T – E.S. Lowe Co.	4.55
Heads Up	T. Tchr – Creative Publications	3.00
Homonym Poster Cards	Tchr – Milton Bradley	3.00
Huswer Do?	T – Adult Game Sec. – Regina Co.	4.00
I Win	Scott Foresman Co.	3.75
Insects and Spiders Eduviz	Marie's Ed. Supply – Ideal	6.00
Invicta Balance	Creative Publications	6.30
Work Sheets		extra
It's Knot Easy	J.C. Penney – Milton Bradley	2.00
Macmillan Math Activity Cards	Macmillan Co.	12.00
Orbiting the Earth	Scott Foresman Co.	3.75
Pattern Blocks	Creative Publications	12.00
Place Value (Mr. Math)	Creative Tch. Assn. or Creative Publ.	2.25
Rhyming Zig Zag	Maries – Ideal	6.00
Scan	T – Parker Bros.	2.25
Scrabble for Juniors	T – Selchow and Richter	4.25
Sentence Cube Game	T – Selchow and Richter	3.00
Signs and Symbols	Tch – Milton Bradley	3.00
Spin a Coin (Mr. Math)	Creative Publications	2.25
Spin a Gallon (Mr. Math)	Creative Publications	2.25
Split Words	T – Holiday Games	3.00
Story Starters Primary, Inter.	Supply Room	4.95
Synonym Poster Cards	Tch – Milton Bradley	3.00
Tray Puzzle Grammar	Tchr – Ideal	9.00
Tumble Numbers	Creative Publications	3.00
Space Hop	Teaching Concepts, Inc.	3.00
Fraction Brothers Circus	Searching Concepts, Inc.	

43

Vivian C. Malin
San Antonio School
Cupertino Union Sch. Dist.
Cupertino, California

SCHOOL SUPPLY OUTLETS:

California
C.J. House of Teaching Aide – Vista 92083
Creative Publications – 1101 San Antonio Rd., Palo Alto
Creative Teaching Assoc. – P.O. Box 293,
Fresno, Calif. 93708
Educational Supply Co. – Huntington Park 90255
Educational Science Consultants – P.O. Box 1674,
San Leandro, Calif. 94577
Educational Toys and Supplies – Van Nuys 91401
Farrall's Educational Center – LaHabra 90631
G.W. School Supplies – Fresno 93707
Goff's Teaching Aids – Tustin 92680
Guy's Teachers' Supplies – Oakland 94619
Lakeshore Equipment Co. – LaMirada 90638
Lakeshore Equipment Co. – 1144 Montague Ave.,
San Leandro 94577
Little Red School House – Montclair 91763
McGraw-Hill Book Co., Webster Div. –
8171 Redwood Highway, Novato 94947
Maria's Educational Materials – Sunnyvale 94086
Martyr & Curry – Sacramento 95814
Products of the Behavioral Sciences, San Jose, Calif.
School Days Equip. Co., 973 North Main St.,
Los Angeles 90012
School Service Co. – Los Angeles 90036
The Supply Room – Garden Grove 92643
LaMessa 92041
926 Town & Co. Village,
San Jose, 95128
San Diego 92104
Syl-Bern, Inc. – Northridge 91324
Teachers Exchange – San Francisco 94121
Teacher Supplies – Buena Park 90621
Teacher Supply – Long Beach 90803
Teachers Supply House – San Jose 95125
Tri-Counties Educational – Santa Barbara 93101
Warren's Educational Supplies – Covina 91722
The Wise Owl – Torrance 90505

Toy stores such as Toys R Us carry many of the games shown

Cuisenaire Co. of America, Inc.
12 Church St.
New Rochelle, N.Y. 10805

Contemporary Ideas
P.O. Box 1703,
Les Catos, Calif. 95030

Scott Resources, Inc.
1900 Lincoln
Box 2121,
Fort Collins, Colorado 80521

#61
Name of Program: Enhanced Learning Program
Location: Pinellas Park, Florida
Phone: 813-544-1435
Address: 4960 78th Avenue, North
Contact Person: Lucy Peterson, Coordinator

I. General Information

A. Overview

Pinellas County is a K through 12 school district with two percent of their total enrollment in the Enhanced Learning Program. The E.L.P. has been in operation for five years and serves 1800 intellectually and creatively gifted students in grades K through 8. The program receives approximately $50 per pupil based on statewide Full Time Equivalency Funding which is used to pay for classroom materials, salaries, and program administration. The county's eleventh and twelfth grade students participate in the nationwide "Executive Intern Program."

B. Identification

Referral for screening takes place in grades first through eighth in Pinellas County Schools. Students are nominated by teachers, parents, principal, counselor, concerned lay person or by self-referral. This is a continuous process with all staff using the Renzulli-Hartman Scale for Rating Behavioral Characteristics as a checklist against which students are periodically rated. Students are pre-tested on the Otis-Lennon or Stanford-Binet. From this screening, students are selected for further testing on the Slosson and the Torrance Test of Creativity. In addition, "A student that exhibits other characteristics in Academics, the Arts or Social Leadership to such a high degree that it is determined his normal class cannot effectively meet his needs, is accepted." Students with high stanines or other high achievement scores are identified as potentially gifted. Under achievers that have been identified by the Torrance Test of Creativity or other psychological scales may also be accepted by the program.

A case study is compiled for each student identified using the following:

1. Student self-inventory and interest based on Frank Williams "How Do You Really Feel About Yourself" (See attached 1.1)
2. Meekers – "A Rating Scale for Identifying Creative Potential" by the classroom teacher.
3. Personal case study by parents devised by Pinellas County Teachers of Gifted based on Joe Rice's Parent Inventory Creativity Test using some items selected from Torrance's or Guilford's Test of Creativity.
4. Observations of the candidate by the teacher of the gifted at the time of testing and in informal conversation.

C. Criteria for Selecting Personnel

There are twenty-two teachers employed to serve the gifted program. The teachers, who must either hold a Master's Degree in Gifted Education or have a minimum of sixteen hours in that field, are selected from a group of teachers who have applied for the position. Creative, energetic and self-confident are several characteristics stressed for teachers of the gifted. (See 1.2.)

D. Curriculum

The program serves all curriculum areas, including: language arts, social studies, mathematics and science as well as the humanities and the fine and performing arts.

E. Other Resources Used

The program makes use of community members and various educational resources available in the area including demonstrations, field trips and the assistance of artists.

F. Inservice

Inservice programs are provided for all teachers in the E.L.P. The programs often make use of the services of the University of Southern Florida.

Meetings are conducted by a helping teacher one half day every other Friday at which time curriculum, resources, new teaching techniques, evaluations and various problems are discussed. Resource persons and experts in various fields are brought in to introduce teachers to new techniques in creative teaching methods.

G. Written Information

The following written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Program goals
2. Program objectives
3. Program evaluation procedure
4. Program evaluation results (after February, 1975)
5. Teacher evaluation for Enhanced Learning Students
6. Curriculum Guide for the Gifted (after February, 1975)

H. Program Characteristics Appropriate for the Gifted

The E.L.P. does not attempt to replace established teaching practices nor does it attempt merely to add to the curriculum. The Enhanced Learning Program expands the environment of the gifted and provides opportunities commersurate with their abilities. The program also seeks to develop skills and creative ability. It emphasizes continuity, integration and flexibility of subject matter. Teachers in the program direct educational experiences based on the individual needs and interests of the pupils. The educational experiences provided are often those areas not normally covered by the classroom teacher, and are highly challenging to the gifted student. The teachers of the gifted utilize many community resources and a large variety of teacher made materials.

II. Types of Programs

A. Special Grouping

Students are grouped in special classes according to grade level; primary grades one through three, and upper elementary, four through sixth. Where there is a large gifted population, these groups may be divided into areas of interest rather than grade level. Classes meet twice each week in two hour sessions.

B. Enrichment in the Classroom

The program provides the opportunity for independent study to develop research skills and to study areas of interest in depth. The teacher of the gifted relays material to the classroom teacher dealing with curriculum areas on a high conceptual level. The gifted student then becomes a resource person and provides additional information for the class in the areas being studied.

C. Program Exportability – Both types of programs are highly exportable. They involve many teachers and schools throughout the county and follow standard guidelines as handed down by the state of Florida.

III. Objectives and Evaluation

Elementary Goals and Objectives

Instructional Program

1. Program Goals and Objectives

Gifted children need a differentiated educational program that takes their unusual abilities into account and provides them with greater challenges than the normal classroom could offer. It requires teachers trained to detect gifted children and provide programs designed to encourage them toward maximum growth and a greater understanding of their own capabilities.

Goals

a. To provide a program which maximizes opportunities for development of the gifted students' unique capacities, particularly in the areas of decisionmaking, communicating, leadership, reasoning, creativity, and evaluating.
b. To create greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
c. To encourage an open, intellectual atmosphere based on individual interests of the students and should include blocks of time for independent study and research.
d. To help gifted students develop an awareness of the scientific and cultural opportunities in their own communities.
e. To provide a humanistic classroom atmosphere that provides emotional support to reinforce confidence in the validity of their gifts and talents.
f. To assist the county-wide parent organization in their efforts to provide for gifted children.
g. To disseminate information to county schools on programs available for gifted and information about results of research in this area.
h. To provide a framework for identification of gifted children.
i. To engage in staff development components and workshops for continuing education of teachers of gifted and classroom teachers aspiring to improve general education curriculum.
j. To establish research directed toward improvement of providing for intellectual growth.
k. To utilize local facilities, and resource people.

2. Specific Objectives for Students

a. Demonstrate proper research methods in exploring their interests.
b. Demonstrate ability to fully utilize available materials.
c. Demonstrate self-initiative by choosing their own courses of action and working independently.
d. Demonstrate ability to work effectively within groups.
e. Demonstrate the ability to make value judgments in specific situations.

f. Demonstrate the acceptance of ideas other than their own as having more potential value.
g. Demonstrate the role (duties and responsibilities) of a leader.
h. Given the task of his choice, the student demonstrates the ability to complete it.
i. Recognize and demonstrate the ability to do more than average work in specific situations.
j. Demonstrate the ability to rationalize the purpose for specific activities.
k. Demonstrate economical use of time.
l. Demonstrate ability to evaluate own work effectively.

Secondary Goals and Objectives
Instructional Program
1. Program Objectives and Curriculum

Gifted children need a differentiated educational program that takes their unusual abilities into account and provides them with greater challenges than the normal classroom could offer. It requires teachers trained to detect gifted children and provide programs designed to encourage them toward maximum growth and a greater understanding of their own capabilities.

Objectives

a. To provide a program which maximizes opportunities for development of the gifted students' unique capacities, particularly in the areas of decision-making, communicating, leadership, reasoning, creativity and evaluating.
b. Exposure to wide range and variety of subjects not normally available at grade level.
c. Opportunity to study area of particular interest in depth.
d. To help gifted students develop an awareness of the scientific and cultural opportunities in their own communities.
e. To encourage an open, intellectual atmosphere based on individual interests of the students and should include blocks of time for independent study and research.
f. To provide a humanistic classroom atmosphere that provides emotional support to reinforce confidence in the validity of their gifts and talents.
g. Encourage and facilitate skill in abstraction, discovery and other higher levels of intellectual functioning.

Goals of Program

a. To create greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
b. To assist the county-wide parent organization in their efforts to provide for gifted children.
c. To disseminate information to county schools on programs available for gifted and information about results of research in this area.
d. To provide a framework for identification of gifted children.
e. To engage in staff development components and workshops for continuing education of teachers of gifted and classroom teachers aspiring to improve general education curriculum.
f. To utilize local facilities, and resource people.

Goals

1. Develop self-awareness.
2. Develop self-initiative.
3. Develop a growing understanding of their own intellectual capabilities and major interests.
4. Stimulate creativity and the use of imagination.
5. Provide an atmosphere conducive to creative experience.
6. Develop an awareness of the cultural opportunities in their expanding community.
7. Broaden the range of experiences by introducing knowledge and activities not ordinarily encountered in the regular classroom.
8. Develop the ability of the individual to think logically, analytically, and critically.

Objectives

1. Demonstrate proper research methods in exploring their interests.
2. Demonstrate ability to fully utilize available materials.
3. Demonstrate self-initiative by choosing their own courses of action and working independently.
4. Demonstrate ability to work effectively within groups.
5. Demonstrate the ability to make value judgments in specific situations.
6. Demonstrate the acceptance of ideas other than their own as having more value.
7. Demonstrate the role (duties and responsibilities) of a leader.
8. Given the task of his choice, the student demonstrates the ability to complete it.
9. Recognize and demonstrate the ability to do more than average work in specific situations.
10. Demonstrate the ability to rationalize the purpose for specific activities.
11. Demonstrate economical use of time.
12. Demonstrate ability to evaluate own work effectively.

2. Program Evaluation

a. One assessment each six week period by student using checklist of questions designed to self-evaluate progress.
b. Ongoing assessment by ELP teacher by observation of behaviors, attitudes and progress in particular area.
   1. If ELP is an elective, a grade is given on the basis of progress using evaluations of student and teacher.
   2. If ELP is in conjunction with Language Arts or other area, a grade is given at six week intervals with the combined evaluations of the classroom and ELP teachers.
c. Another evaluative method is the rap-session where, during group discussion, the teacher may examine attitudes and opinions expressed about the gifted program, its impact on student, classroom, etc.
d. Yearly pre- and post-test inventories by students are used by teachers to gain insight into self-concept changes.
e. Each teacher of gifted completes an evaluation of their program and recommendations for changes are made for the following year.

46

f. Staff uses end-of-year evaluations as the basis for planning future programs. New research on gifted education is also appraised for possible use in developing the program.

These special characteristics are needed for teachers of the gifted:

a. Creativity in thinking, classroom management, teaching strategies, utilizing materials, planning educational experiences, and use of community resources.
b. Organizational skills in curriculum, utilizing physical environment, locating and working with community resource people, and classroom management.
c. Enthusiasm for the learning process, the development of a gifted program, the individualization of learning and creativity in teaching.
d. Warmth and sincerity in accepting and encouraging individual differences of gifted children, for fellow professionals and colleagues, and in working with parent relationships.
e. Knowledge in the area of gifted children (their needs and their characteristics), one field or area of expertise, the problem solving methods utilized to relate various fields, broad areas or disciplines, and teaching strategies sprcifically geared to the gifted.
f. Flexibility in utilizing the physical environment, utilizing a variety of materials and equipment, structuring and restructuring interest and learning groups, modifying lessons to capitalize on opportunities for spontaneous learning.
g. Resourcefulness in locating supplementary materials, identifying resource individuals, and locating sites for meaningful educational experiences.
h. Personnel Development Activities include: Staff meeting conducted by helping teacher ½ day every other Friday at which time curriculum, resources, new techniques, evaluations, problems, etc., are discussed and alternatives selected if deemed necessary. Resource persons and experts are brought in at staff meetings to acquaint teachers of gifted with techniques and exercises in creative teaching methods, and activities are discussed.

#63
Name of Program: Independent Study Program
Location: Hamden-New Haven, Connecticut
Address: 1450 Whitney Ave. – Hamden
Phone: 203-288-7926
Contact: George D. Conquest, Director

I. General Information

A. Overview

The Independent Study Program of Hamden-New Haven serves students in four separate high schools in the town of Hamden and the City of New Haven. The program originated in 1967 and is based on the philosophy of learning which maintains that gifted and talented students can learn best in an environment where individual guidance is provided when learning experiences are the result of each student's needs and interests.

Students selected for the program can take one or two subjects for credit in lieu of a regular course. Each student is assigned to a teacher who specializes in a particular content area. Together the student and teacher develop a proposal for study which serves as a guide in pursuing the independent study project.

B. Identification and Selection

The identification, screening, and selection of students for the ISP is accomplished in the following steps:

1. Publicity is given to school personnel about the program.
2. Recommendations are requested from teachers, guidance personnel and administrators; students are recommended on the basis of extraordinary learning ability demonstrated by performance on relevant standardized measuring instruments, or on the basis of potential academic achievement or intellectual creativity commensurate with ability in the top five percent.
3. Data is collated on each nominee from tests, interest inventory, rating scale, and interviews. Names of nominees with this data will be presented to each school's Pupil Personnel team for final selection.

C. Curriculum

This program deals mainly in the areas of math, science, foreign language, history and English. The instructional materials are teacher-prepared, or procured from area college libraries, school libraries, etc.

D. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, Phone – 609-589-3410.

1. Course Catalog 1974 – Hamden High School
2. Evaluation of the program
3. An Evaluation of the Independent Study Program 1973-1974
4. The original application and description of program when it was established.

E. Program Exportability

The program is exportable as long as there is available space and additional staff employed.

II. Program Objectives, Evaluation, Outcomes

A. Program Objectives

1. to focus interests, goals and premises
2. to interpret critically
3. to extrapolate and synthesize
4. to foster creativity and originality
5. to help the student recognize that failures, frustrations, setbacks and successes are a part of the learning process
6. to develop humility and openmindedness to learning by instilling in the students the understanding that one question leads to more
7. to develop inventiveness in problem solving
8. to develop an ability of self-evaluation
9. to develop resourcefulness
10. to appreciate the emotional involvement in the learning process

B. Evaluation

The ISP was evaluated by Dr. Joseph S. Renzulli during the school year, 1973-74.

#94
Name of Program: Mentally Gifted Minor
Location: Los Angeles, Calif.
Address: 450 N. Grand Ave., Los Angeles, Calif.
Phone: 213-687-4695
Contact Person: Allyn Arnold

I. General Information

A. Overview

Programs for Gifted in Los Angeles serve over 30,000 intellectually gifted students. To date, the program has been funded partially by the State (approximately $60 - $70 per pupil, per year) and partially by the District. Most of the State funding is allocated directly to schools for program implementation while District funds pay for supervisory services, in-service, and curriculum development. The program is for grades K-12. Each school (sometimes a cluster of schools) submits a program proposal to receive funding. Funding received is based on the number of gifted students participating. Program types include self-contained classes, resource rooms, enrichment in regular classes, before or after-school programs, honors classes, advanced placement classes, and independent study.

B. Identification

The procedures for identifying gifted students are quite extensive, comprised of a Developmental Case Study and a review by an Identification and Placement Committee. In grades 1-6 the nomination of students begins with the teacher. Elementary Students are administered one of several State approved individual I.Q. tests. Secondary students are administered group tests of I.Q. and Achievement. (See Identification of the Gifted – matrix of instruments.)

For students who test well, but do not achieve the cut-off score, and indicate by their classroom achievement that they are gifted, a review of such cases by a committee composed of principal, teacher, counselor and psychologist may result in placement in a program.

Educationally disadvantaged students may be identified under separate criteria.

C. Inservice

An extensive program of inservice is offered for teachers, counselors, administrators, and parents. Inservice is offered in curriculum, teaching strategies, counseling, identification, program development within legal and operational guidelines, parent education.

D. Written Information

The following additional written information is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Complete list of inservice programs for 1974
2. Research: Programs for Gifted – 20 district-funded research programs on the gifted.
3. Programs for the Gifted: complete description of procedures used with gifted students and programs.
4. Results of evaluation of program's effectiveness in meeting objectives.
5. Description of budget categories

E. Program Characteristics Appropriate for Gifted

The school district's overall objectives require that the students in the programs for the gifted perform at a level above the districts norm. The programs emphasize critical thinking, research skills, indepth studies and exceptional achievement.

II. Program Objectives, Evaluation, Outcomes

Each school is funded separately based on a proposal which includes objectives, strategies and evaluation design. Therefore, there are many objectives and levels of evaluation. The city also evaluates the overall effectiveness in meeting more general objectives common to most individual schools. The following is based on the city's overall objectives and evaluation design.

A. Objectives

Students will develop critical thinking ability.

Evaluation Procedure

Post test randomly selected students on *Cornell Critical Thinking Test* and compare results to expected results.

B. Objectives

Students will average at 87th percentile in scientific inquiry ability.

Evaluation Procedure

Post test randomly selected 4-6 grades on *Test of Science Comprehension.*

C. Objective

Students will develop above average basic study skills.

Evaluation Procedure

Post test randomly selected students (grades 4-6) on *Comprehensive Tests of Basic Skills-Study Skills* and compare with criteria of 87 percentile. Post test randomly selected students (grades 7-13) on *California Study Methods Survey.*

D. Objective

Students will develop above average language arts and arithmetic skills.

Evaluation Procedures

Post test randomly selected students (grades 4-6) on *Comprehensive Test of Basic Skills – Language, Arithmetic,* and compare to criteria of 87 percentile.

E. Objective

Students will, as an average, place in the upper 50% (when compared to Los Angeles Unified School District normative data) in self-concept.

Evaluation Procedures

Post test randomly selected students on *Piers-Harris Self-Concept Scale.*

III. Specific Programs

A. Enrichment Program – The Delevan Elementary School has an enrichment program for students in grades 1-6. The program serves a total of 50 students in groups of 15. Each student receives a 200 minute program per week from a part time teacher. The program has been in operation for 5 years during which

48

time one change has been to place less emphasis on the selection of 1st and 2nd grade students. The program uses a regular classroom divided into several interest centers. It is through these interest centers that different materials are offered to challenge the gifted student.

Materials – The following list of materials are some things which were used with this program. These materials were often adapted to the teacher's and students' own purposes and supplemented with teacher made materials. It is not intended that one conclude that there is any relationship between the success of a program and the use of these materials.

1. Creative Teaching Press, Inc., (a variety of materials) 514 Hermosa Vista Ave., Monterey Park, Calif. 91754
2. *Economic Man* and *Math Lab*, Benefic Press, 10300 W. Roosevelt Rd., Westchester, Illinois 60153
3. *Multi-Media Learning Kit*, Instructo Corp., Paoli, Pa. 19301
4. *Enrichment Resources*, Ideal, Oak Lawn, Illinois

B. **Academic Enrichment Classes** – For the past 6 years the Eagle Rock High School has operated a program for its 7-12 grade intellectually gifted students. The program presently serves 296 students through a variety of programs. These programs include academic classes, enrichment classes, honors classes, independent study, and advanced placement. (See attached 2.1, 2.2, 2.3.) The program's objectives are (1) to develop critical thinking, (2) to develop study skills, (3) to develop a positive self-concept and, (4) to arouse intellectual curiosity. The various objectives are developed through the variety of programs offered (see attached 2.4 for example). Examples of students' work in creative writing is available at the Educational Improvement Center.

C. **Self-Contained Classes**

The Eagle Rock Elementary school has had programs for the gifted for the past five years. There are three multi-grade classes, each with approximately 30 students. There is a 2-4 grade class, a 4-6 grade class and a 5-6 grade highly gifted class for students with an I.Q. of 150+ which draws upon students from several schools. The youngest class is structured very similarly to other elementary classes. The basic emphasis is on basic concepts and skills in language arts and math with some supplemental work and materials.

Supplemental Materials (grades 2-4)

1. *Split Words* – Holiday Games, P.O. Box 2565, Bell Gardeno, Calif. 90201
2. *Math Puzzles*, Creative Teaching Assoc., P.O. Box 293, Fresno, Calif.
3. *Individual Reading Books* – Scholastic Book Services, N.Y., N.Y.
4. *The Art Box*, Educational Insights, Inc., 211 S. Hindry Ave., Inglewood, Calif. 90301

Both classes of older students (grades 4-6 and 5-6 highly gifted) made extensive use of learning centers. The students would pick a topic for investigation and would independently research this topic provided they maintained their academic performance in all other subjects. (It should be noted that not all gifted students are high academic achievers.) The materials in these classes were largely teacher and/or student made.

EAGLE ROCK HIGH SCHOOL
1750 Yosemite Drive
Los Angeles, California 90041

Attachment 2.1

October 14, 1974

Dear Parent and/or Guardian:

Your son/daughter is enrolled as a Mentally Gifted Minor at Eagle Rock High School. In Junior High School the following are the classes especially provided for your son/daughter.

GRADE	SUBJECT	TEACHER	PERIOD
7	English	Miss Hart	2
7	Mathematics	Miss Dappen	1
7	Social Studies	Mrs. Skonieczki	3
8	English	Mrs. Kodama	6
8	Mathematics	Mr. Hancock	5
8	Social Studies	Mr. Bengford	3
8	Science	Mrs. Grubbs	2
9	English	Mr. Kaufman	4
9	Math/Algebra	Mr. Friedman	1
9	Social Studies	Mrs. Olsen	3

In Senior High School the following are the gifted or academically enriched classes:

10	English	Mr. DiConti	2
10	Biology	Mr. Clarke/Imperatrice	1,2,3
11	Advanced Placement History	Mr. Harland	4
11	American Literature/World History	Mrs. DeWitz	2
12	Advanced Placement English	Mr. Schiller	1
12	Trig/Math Analysis	Mr. Friedman	3
12	Government In Action (To be formed)		
12	Physics	Mr. Wing	2,5

In addition to the above listed classes there are college preparation classes, i.e. physics, chemistry, power reading, physiology, advanced physiological science, etc.

The above mentioned classes in Junior and Senior High School have ordered extra materials to enrich the class. These materials are in the form of filmstrips, cassettes, resource books, etc.

Special field trips have also been arranged for many of the classes. One example is the trip to San Pedro for an excursion on the *Vantuna*. The Vantuna boat provides an investigation into the marine environment for the biology class. Another field trip that has already been planned is to the Getty Museum.

In addition to the gifted classes during the regular school day, enrichment classes before and after the regular school day are also available. Students were interviewed and as a result of their requests, the following "before-or-after" school enrichment classes are being offered. If you are interested in your son/daughter taking any of these classes, please fill in the enclosed request form and return it to Alta-Lee Avant, Assistant Principal.

Counseling will be provided for the underachieving gifted. If you are concerned, please call 254-6891 for an appointment with Ben Keeler, Head Counselor.

ENRICHMENT CLASSES:

SUBJECT	TEACHER	DAY	TIME
1. Photography	Mr. Born	Wednesday	3:00-4:00 pm
2. Photography	Mr. Born	Thursday	3:00-4:00 pm
3. Drama Club	Occidental College Tutor (Sign up with Mr. Schiller)	(to be announced)	
4. Creative Magazine and writings	Mr. Kaufman	(to be arranged)	
5. Speed Reading	Miss Hart	Monday	3:00-4:00 pm
6. Theater trips	Mr. Kaufman	(to be announced)	
7. Oceanography/Marine Biology	Mr. Wing/Mr. Imperatrice	(to be arranged)	
8. Cinematography	Mr. Schiller	Wednesday	3:00-4:00 pm
9. College Counseling	Mrs. Tirado	(by special request)	

OTHER ENRICHMENT ACTIVITIES:

1. Theatre Series – Mr. Kaufman
   Enrichment trips to the Music Center/Schubert, etc.
2. Creative Magazine – Mr. Kaufman
   A creative magazine will be published containing poetry, creative writing, photography, gourmet recipes, etc.
3. Films – (special bulletin announcement)
   Special films will be presented that will enrich the curriculum in English and/or Social Studies classes.
4. Speakers – (by special request)
   Outside speakers may be called upon to demonstrate special classroom activities.
5. Film Making – Mr. Schiller
   A special creative film will be written, edited, produced, etc.
6. Seventh Grade Newspaper – Miss Hart
   A special creative newspaper written, edited and produced by seventh grade gifted students.
7. Eighth Grade Poetry Book – Mrs. Kodama
   A poetry book written, edited and produced by the eighth grade gifted students.

If you have any questions please feel free to call Alta-Lee Avant, Assistant Principal, 254-6891.

Most sincerely,

Alta Lee Avant
Assistant Principal

51

Attachment 2.2

EAGLE ROCK HIGH SCHOOL
1750 Yosemite Drive
Los Angeles, California 90041

Dear Parents and/or Guardian:

Your son/daughter is enrolled as a Mentally Gifted Minor at Eagle Rock High School. As part of the program special programs will be presented to enrich the curriculum.

A series of exceptional motion pictures will be shown which will provide curricular enrichment in English, Social Studies, Science and other areas.

Listed below are the films, the dates on which each will be shown, the areas of interest, and supplementary reading that is particularly pertinent.

December 4, 1974 – *1776* (periods 5-6)

In keeping with the observance of our bi-centennial, this musical version of the early days of our nation is a light-hearted view of history in the making. Based on the successful Broadway musical of the same title, it provides a look at our founding fathers in a humorous light and gives clever insights into the early days of the colonies.

Area of interest: U.S. History, American Literature
Reading: Page, *The Tree of Liberty*
Fast, *Citizen Tom Paine*
Fast, *April Morning*
Forbes, *Johnny Tremain*
Plus many other biographies of Jefferson, Franklin, etc.

January 15, 1975 – *The ANDROMEDA STRAIN* (periods 1-2)

Based on the best seller by Michael Crichton, this science fiction thriller is the story of a group of scientists in a race with time to isolate deadly organisms from outer space that threaten to infect everything on earch.

Areas of interest: Science Vision, Science, Biology
Reading: Crichton, *The Andromeda Strain*
Crichton, *The Taradual Man*
Clarke, *2001*
Clarke, *Childhood's End*
Bradbury, *The Martins Chronicles*
plus many other books in the Science Fiction Genre.

February 13, 1975 – *THE TAMING OF THE SHREW*
(Periods 3-4)

Here are Richard Burton and Elizabeth Taylor in Shakespeare's hilarious comedy of Petrachie, the husband, who tames the bad tempered, shrewish wife, Katherine. It is a wild and boisterous look at the war between the sexes.

Area of interest: English, History
Reading: Shakespeare, *The Taming of the Shrew*
Lamb, *Tales from Shakespeare*
also, the musical, *Kiss Me, Kate,*
based on the
above play.

Shown to gifted students during school following the related study.

March 19-20, 1975 – LAWRENCE OF ARABIA (periods 5-6 each day)
This winner of seven Academy Awards is the sweeping story of the controversial T.E. Lawrence who occupies a place in history but whose achievements are doubted by many. In this desert epic Peter O'Toole plays Lawrence under the expert direction of David Loan and the impact of the desert is felt by the viewer in every parched detail.
Areas of interest: World History, English, Geography
Reading: Lawrence, *The Seven Pillars of Wisdom*
Plus other biographical studies of Lawrence

April 16, 1975 – ROMEO AND JULIET (periods 1-2) (tentative)
In this beautiful interpretation of Shakespeare's play, two of the youngest performers ever to play the star-crossed lovers professionally enact the tragic love affair with brilliance. It is a story made new in interpretation with special appeal to adolescents themselves undergoing the excitement of first love. This is considered by many the best film adaptation of Shakespeare's classic tragedy.
Areas of interest: English, World History
Reading: Shakespeare, *Romeo and Juliet*
Lamb, *Tales from Shakespeare*
Laurents, *West Side Story* (a contemporary approach to the same story)

52

Attachment: 2.3

EAGLE ROCK HIGH SCHOOL
1750 Yosemite Drive
Los Angeles, California 90041

1974

To: Teachers of Mentally Gifted Minors
From: Alta-Lee Avant, Assistant Principal

When teachers are asked how strategies used in classes for the gifted differ from those used in regular classes, two terms are often used to describe the differences: "in-depth" and "open-ended." Most teachers agree that "in-depth" means guiding the pupils to work at the higher levels of intellectual activity and that "open-ended" means structuring activities so that the pupils will be motivated to pursue further topics of interest. Teachers also report an emphasis on strategies that encourage a maximum of pupil participation.

This major precept should guide teachers as they develop their own strategies for working with gifted pupils: *a mentally gifted minor should not be penalized for being gifted.* How may he be penalized? These are some of the ways:

1. He may be ignored. Nothing is done to meet his specific needs and requirements.
2. He may be given long or meaningless homework assignments. The program then becomes one which is quantitatively different, not qualitatively different.
3. He may be subjected to unfair marking practices. An Honors class represents the top 4 percent of a school's population and the marking "curve" should take into consideration the entire school population.
4. He may be asked to pursue work for which he does not have the proper basic skills; therefore, the teacher must assess the talents and weaknesses of each pupil. Individual instruction may be necessary, or special help may be desirable where there are deficiencies.
5. He may be indulged. The pupil may be assigned vague, unstructured projects because he is "bright" and can "handle" himself under his own direction. Self-direction should be encouraged, but the gifted pupil needs – like all pupils – interaction with the teacher and other class members as well as reaction to stimulate and refine his learning activities.

GRADES 7-12

PROGRAM PLANNING

In the Los Angeles City Schools at the 7th grade level, gifted pupils enter a departmentalized learning environment which provides extensive exploratory experiences and enrichment opportunities in academic areas, frequently incorporating fine and practical arts.

As pupils progress through the grade levels, they are assisted by in-school guidance and counseling staff to become more selective in their major study pursuits and enrichment electives as related to long-term goals.

At the time of graduation, they will have completed their basic requirements (State, local, and university) and their selective major sequence or sequences of study. To make possible the qualitatively different learning experiences for gifted pupils within this broad framework, a variety of organizational patterns which are in keeping with State standards are made available to secondary schools within which schools may select and develop those program phases which best meet the needs of their pupils and school community.

Choice of program phases and planning for implementation involves teachers, department chairmen, librarians, counselors, school administrators, parents, advisory committees, Area staffs, and central staff whose prime responsibility is that of the Program for Gifted. At times, university and college personnel are involved.

Such cooperative planning makes possible a total "program" approach which better ensures appropriate pupil counseling and programming, parental understanding and support, teacher strength in the program, and provision of books, supplies, equipment, and innovative materials of instruction and facilities for instruction over a long range planning basis. Long range developmental planning is essential because funds for Programs for Gifted are limited.

Flexibility is further provided to schools within the program phases they may elect to utilize. In-depth and/or accelerated work in specific or combined subject fields may be scheduled. Enrichment programs may be developed. Grade levels may be combined. Innovative approaches are encouraged. Program phases may be combined.

PROGRAM DESIGNS
7-12

HONORS CLASSES – Pupils attend homogeneously grouped classes comprised of gifted pupils and other high achievers who have met the Los Angeles City Schools criteria by scoring at or above the 96%ile of Stanine 9 on I.Q. or subject field tests. Classes may be offered in required academic subjects or advanced electives at any secondary level.

ADVANCED PLACEMENT CLASSES – Students in grades 11 and 12 who qualify on the basis of Honors criteria (see above) are enrolled in classes designed according to College Entrance Examination Board guidelines. Advanced standing credit and/or advanced college placement may be achieved by students who elect to take and are successful in the Advanced Placement examinations administered through the Educational Testing Bureau.

ACADEMICALLY ENRICHED CLASSES – A cluster of gifted pupils is grouped with other high achievers with special enrichment provided for the gifted pupils. Classes may be offered in required academic classes or advanced electives at any grade level.

LOS ANGELES CITY SCHOOL CRITERIA FOR PUPIL PARTICIPATION IN HONORS CLASSES

To participate in Honors Classes, pupils must qualify on the basis of Los Angeles City Secondary School Criteria for selection. Pupils are assigned to such classes on the basis of:

1. Recommendation of principal, counselors, and teachers, and
2. Demonstrated high competence and potential in the

subject field background necessary for participation

3. One of the following qualifications:
   a. Consistent measured achievement related to the subject field of placement equivalent to stanine 9, or the 96th percentile, or above, on the appropriate subject field test of a standardized test battery. Limitations of established stanine distributions should be considered in interpreting consistent measured achievement.
   b. An intelligence quotient determined by a group mental test, or from a psychological study, equivalent to stanine 9 for the test used.

LOS ANGELES UNIFIED SCHOOL DISTRICT PROGRAMS FOR GIFTED

TIME REQUIREMENTS FOR PARTICIPATING PUPILS

Senate Bill No. 143 has provided greater flexibility in meeting program time requirements for mentally gifted minors. A qualitatively different program may be designed within the following time structures:

1. ONE OR TWO SEMESTERS OF PARTICIPATION WITH 200 MINUTES PER WEEK FOR 17 WEEKS OF EACH SEMESTER
   Pupils participate in a program that is provided 200 minutes per week, 17 weeks of a semester.
2. ONE OR TWO SEMESTERS OF PARTICIPATION WITH 60 HOURS DURING EIGHT OR MORE WEEKS OF EACH SEMESTER
   Pupils participate in a program that is provided 60 hours per semester during eight or more weeks of a given semester.
3. ONE SEMESTER OF PARTICIPATION WITH 200 MINUTES PER WEEK FOR 17 WEEKS THROUGH TWO SEMESTERS
   Pupils participate in a program which is provided for 200 minutes per week for 17 weeks through *two* semesters (to be reported at the end of the second semester).

Attachment: 2.4

EAGLE ROCK HIGH SCHOOL
1750 Yosemite Drive
Los Angeles, California 90041

TO: Teachers of Mentally Gifted Minors
FROM: Alta-Lee Avant, Assistant Principal
SUBJECT: Mentally Gifted Minor Program
GOAL: To Develop Critical Thinking

CLASS OBJECTIVES:

7TH GRADE ENGLISH –

Regular –

To provide instruction in language, literature and composition with extensive practice in listening, reading, speaking, writing, and related thinking.

Qualitatively Different–

Special emphasis on panel discussions, newspaper publication with mind probing activities and drama presentations, with related attendance to theater.

7TH GRADE SOCIAL STUDIES –

Regular –

To provide studies of economic and political systems of map reading, outlining, analysis and evaluating.

Qualitatively Different –

Special emphasis on creative individual projects utilizing scientific inquiry.

7TH GRADE MATHEMATICS –

Regular –

To provide studies of basic principles, mathematical relationships, generalizations, concerns of size and shape and ideas of congruence.

Qualitatively Different –

Special emphasis in specialized thinking with problem solving techniques and principles.

#97
Name of Program: Gifted
Location: Cranston, Rhode Island
Phone: 401-944-1241
Address: Oaklawn School, Cranston, Rhode Island
Contact Person: Ronald Deneault

I. General Information

A. Overview

This is a resource teacher program for gifted students in grades 4-6. The program is located in three of the district's elementary schools and serves approximately 100 students. Three teachers and three aides serve the students. The students are in regular homerooms of 24 students where the resource teachers work with the students in small groups in enrichment activities related to their work in their homeroom. The program originally began as a self-contained program five years ago but during the past two years has switched to its present program. The funding is entirely local and costs approximately $60,000, the majority of which is for salaries and pupil transportation.

B. Identification

The program uses a large variety of tests in pupil identification. First, the entire district population of 3rd and 4th graders, over 1,000 students, take an SRA Achievement Test. Students scoring above the 80 percentile are administered the Verbal Section of the Lorge Thorndike Group Intelligence Test. Those students who scored above 129 are then administered a Stanford Binet Individual Intelligence Test and a Wide Range Achievement Test. Teacher and principal recommendations are also required. Final decision is made by a selection committee which selects 20 students to participate in the program.

C. Criteria for Selecting Personnel

The teachers must be able to work with their fellow teachers, be committed to individualized instruction, have a strong math background, and be willing to work hard.

54

D. Curriculum

The curriculum developed for this program covers all the basic subject areas.

E. Instructional Materials

Much of the materials are either the same as that of the regular class or teacher developed. (See attached 2.1 for partial listing of materials.)

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Curriculum Guide
2. Program Evaluation (as part of Project Gifted, ESEA Title III, 1973).
3. Examples of students' writings
4. Program description
5. Procedure for Selection of Students.

II. Project Objectives, Evaluation Outcomes

The only evaluation of this project was as a self-contained program as part of a Title III project. The program as it is now being implemented has no evaluation or evaluation design. The current objectives seem to be related to the various subject areas of the curriculum.

PROJECT GIFTED PARTIAL LIST OF RESOURCE MATERIALS

Overhead Projector
3 tape recorders
3 listening stations
Ampli-vox
Record player
Television set
Learning systems – Activity Sheets and Tapes (Math and Language)
Scholastic Reading books
Individualized Reading Kit from Scholastics
Skills Box – Language (Holt, Rinehart & Winston)
Building Reading Power – Charles E. Merrill
Jr. Reading for Understanding – SRA
Thinking Skills – Benefic Press
Organization and Reporting Skills – SRA
Graph and Picture Study Skills – SRA
Algebra Skills Kit – SRA
Dangerous Parallel – New Zenith
Holt Databank Systems – Holt, Rinehart
Xerox Science Units – Part E
Microscopes – Volcanoes – Weather Maps
Various Math Games – (Geoboard, Numble, Computers, Heads-Up, etc.)
Simulation Games and Math Labs
Teacher Made Tapes
Photography Lab – (Mini-Equipment)
Typewriter
Newspapers (Daily Local and Wall Street Journal)
News of the Week
Globes
Slide Rules
Several Math Reference Books – (Polya's "How to Solve It," etc.)
Continuous Progress Learning Kit and Explora Tapes – EPC
Math Sets in Geometry and Measurement – W.J. GAGE, Ltd.
Activities in Mathematics – first and second course – Scott, Foresman

#97
Name of Program: Creativity Center
Location: Warwick, Rhode Island
Address: 1849 Warwick Ave.
Phone: Warwick, R.I. 02889
Contact: Dr. Avis Marden

I. General Information

A. Overview

This is an enrichment program in the area of creative writing and art. The program serves 104 intellectually and academically gifted 4th and 6th graders. Students from the city's various elementary schools are transported to the program for one-half day per week. One teacher and an aide instruct groups of 10 students at a time. The program's current budget is approximately $30,000 which includes salaries, transportation and materials. The program is located in a former elementary school which is presently being used for various special education programs.

B. Identification

The identification includes formal testing, achievement and recommendations. Students must have an I.Q. score of 140+ on the Binet or 138+ on the Wechsler, be two years above grade level in academic achievement and receive a recommendation from their teacher, principal, counselor and parent.

C. Criteria for Selecting Personnel

The teachers who have served in the program have come from the city's experienced staff who have proven to be successful and creative classroom teachers.

D. Curriculum

The program is concerned with art, both the acquisition of a variety of skills and the expression of ideas, and creative writing. The instructional materials are either teacher made or art materials similar to those found in most art programs at a middle school or high school level.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071 Phone: 609-589-3410.

1. Program overview and description
2. A '73 evaluation as part of Project Gifted (ESEA Title III).
3. Program guidelines
4. Free to Fly – students' creative writings

F. Basic Need for Program

By the time an intellectually gifted child reaches fourth grade his academic achievement is such that he is often bored with the pace of the normal classroom.

II. Program Objectives, Evaluation, Outcomes*

A. Objective – The students involved in the project would show significant growth in creative problem solving.

Evaluation Procedure – The students were pre- and post-tested with the *Torrance Test of Creative Thinking.*

Outcomes – results showed significant growth in the verbal area of creative problem solving.

B. Objective – The students involved in the project would show substantial growth in the development of skills and abilities in the areas of creative writing and the visual arts.

Evaluation Procedure – Based on a six point scale, persons with experience in art and creative writing rated random samples of the children's work.

Outcomes – The results of the evaluation showed 96.7% of the visual arts products scored above the midpoint on the scale. Similar results were obtained for the creative writing products. (No standardization data was presented on this evaluation instrument, thus it is impossible to evaluate these results).

* These results have been taken from *An evaluation of Project Gifted 1972-73*, Joseph S. Renzulli.

C. Exportability

This program is probably poor to fair in exportability because of its reliance on one person to design and teach the activities.

#107

Name of Program: Program for the Highly Gifted and Programs for the Gifted and Talented

Location: Anne Arundel County, Maryland

Phone: 301-760-4200

Address: 1st Avenue & A Street, Glen Burnie, Md. 21061

Contact Person: C. Thomas Subock, Coordinator

I. General Information

A. Overview

Anne Arundel is a K-12 county-wide school system which serves 425 students in suburban and rural areas. The Program for the Highly Gifted has been in operation for six years; Programs for the Gifted and Talented have been introduced in the last two years. These programs serve the intellectually gifted, and all funding is local. An annual allotment of approximately $48,000 covers salaries for teachers of the gifted, inservice and cost of materials, which is negligible, in the case of the Program for the Highly Gifted. Programs for the Gifted and Talented are financed through the use of the regular $600-$700 per pupil county allotment. The two programs were developed after in-depth research in the area of gifted children. The Program for the Highly Gifted is particularly distinctive, and appears to answer well the needs of gifted students.

B. Identification

Depending upon the student in question, one or more of the following standardized tests is used to identify the child for the gifted program: the Lorge-Thorndike Test of Intelligence, the California Test of Mental Maturity (a score of 125+), the Stanford Binet (a score of 140+), or the Slosson Intelligence Test; a score in the 95 percentile on the Iowa Test of Basic Skills is required of all candidates.

C. Criteria for Selecting Personnel

Teachers were interviewed and selected for the following characteristics; open-mindedness, flexibility, originality, creativity, a willingness to admit, "I don't know," and the use of inquiry and discovery techniques to develop high level reasoning and thinking skills. The candidate teacher prepared a sample lesson and was observed teaching it.

D. Curriculum

The curriculum in the case of the Program for the Highly Gifted for grades 4 through 6 is an original packet of materials made up of brain teasers and logic problems; the curriculum is continuously revised and supplemented, sometimes by the students themselves.

Materials for the Programs for the Gifted and Talented, which includes grades K-6, are individually selected by the teacher of each class. The classes include: genetics and heredity, musical composition, several levels of algebra and math, human interaction through the social studies, a project approach to math, poetry and prose, creative dramatics, aesthetic perception, creative and productive thinking in science. Average class size is ten pupils.

E. Inservice

Inservice requires one to three days and principally covers teaching strategies. It is provided for teachers of the gifted, classroom teachers and administrators.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. program description
2. program objectives
3. program curriculum samples

G. Program Characteristics Appropriate for the Gifted

Each class of the Programs for the Gifted and Talented covers quite different material. The Program for the Highly Gifted, which is a three-year logic program, is concerned with developing problem solving approaches and abilities. While both programs have been established to challenge the student, Programs for the Gifted and Talented are concerned with covering larger amounts of material in a particular field; Program for the Highly Gifted is designed to promote higher level thinking skills (application, analysis, synthesis and evaluation). Classes are conducted in a free and open manner, and students are not uncomfortable in acknowledging errors.

II. Program Objectives, Evaluation, Outcomes

No objectives have been provided for the Programs for the Gifted and Talented. Objectives for the Program for the Highly Gifted are as follows:

Cognitive Domain

Upon completion of this three-year program, the student will be able to:

1. Arrive at logical conclusions by engaging in diversified activities that require him to use (a) inductive and deductive reasoning and (b) convergent and divergent thinking.
2. Use the skills of application, analysis, synthesis, and evaluation in experimentation with concrete objects.
3. Use the skills of application, analysis, synthesis, and evaluation when dealing with abstract situations.

Affective Domain

Upon completion of this three-year program, the student will be able to:

1. Demonstrate his ability to give and to accept constructive analysis of his reasoning through participation with others in reaching a mutually acceptable solution to a problem.

2. Show his acceptance of failure by (a) demonstrating no extreme emotional reaction, (b) offering no invalid justifications for his faulty reasoning, and (c) offering an alternate suggestion which might lead to a valid solution to a problem.
3. Accept personal success in the midst of others' failures by (a) saying nothing that would maximize his own abilities and minimize the abilities of others in the group, and (b) after explaining his decision clearly and systematically, listening patiently to rebuttals, even though he is convinced he is right.
4. Demonstrate a willingness to attack and conquer a difficult situation by independently solving a problem which takes him a minimum of thirty minutes.
5. Demonstrate a willingness to think in-depth as he successfully solves problems which require that he look beyond that which is immediately obvious.
6. Differentiate between assumptions based on facts and assumptions having no factual basis by (a) defending his statement with logic, (b) pointing out classmates' unsupported assumptions, and (c) bringing in concrete examples that show assumptions based on facts versus assumptions having no factual basis.

Evaluation Procedure

Anne Arundel does not provide a formal evaluation procedure for determining whether they have met their objectives. Program officials are attentive to the response of students, parents, professional educators and community, however. Students' willingness to join and remain in the program is regarded as an indication that the program is filling the identified need.

Outcome

On the basis of student enthusiasm witnessed in several classes during a visit, the program appears to be meeting its objectives. During an open discussion period, students spontaneously offered that they had experienced much carry-over into other classes. It appears that the logic curriculum is well suited to achieving their objectives. The Programs for the Gifted and Talented seem to achieve the objective of challenging the gifted students. These assessments of success, however, are based upon observation. No data is available on academic or achievement gains or other effects of the program, and, therefore, the success of the program is difficult to determine.

#121
Name of Program: The Study of Mathematically and Scientifically Precocious Youth
Location: Baltimore, Maryland
Phone: 301-366-3300, Ext. 1502
Address: Evening College and Summer Session, Intellectually Gifted Child Study Group, The Johns Hopkins University, Baltimore, Md. 21218

I. General Information

A. Overview

In 1971 a study was begun at Johns Hopkins University, the purpose of which was to investigate scientifically and mathematically precocious children. Observation and identification was done in the seventh and eighth grades of surrounding counties, and subsequent studies have grown out of this study.

B. Identification

In the Winters of 1972, 1973, and 1974 the Study Group conducted a state-wide talent search among students in grades 7 through 10 (not exceeding 14 years of age) who had scored in the 98th and 99th percentiles on the Iowa Test of Basic Skills. These students were invited to take the Scholastic Aptitude Test – Mathematics Achievement Level I (M-I). Those who scored over 500 were invited to participate in the study.

C. Curriculum

Having identified "mathematically and scientifically precocious youth," the authors of the study proceeded to make recommendations for educational alternatives for the 36 students identified on an individual basis. Recommendations were made in conjunction with individual counseling, after consideration of the student's experience with relevant course material and his personal adjustment.

The curriculum, therefore, was selected on an individual basis and consisted of courses judged appropriate to the student's level in math and/or science; the criterion for the selected course was that it permitted the student to progress at the rate determined by his abilities and interests.

Arrangements made, then, included the following: grade skipping, subject matter advanced placement, taking college courses for credit either as part time students or by correspondence, earning college credit by examination, independent study programs, and any combination of these.

D. Resources Used

In addition to the authors of the study, administrators and teachers in the student's home schools were involved in implementing the educational alternatives specified above. In addition, college professors obviously were involved when one of these students entered his course. Another person who was involved was a junior high school mathematics teacher who had taught and stimulated the first "radical accelerate" who actually provided impetus for the study; this teacher and another teacher recommended by him conducted Saturday classes which covered Algebra I in 12 weeks, in two hour sessions.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1. Description of the study's design.
2. Description of educational alternatives.
3. Objectives of the study.
4. Individual case descriptions.
5. Rationale for accelerating the gifted student.
6. Description of the study's outcome and evaluation.
7. Data on the psychological tests used to assess students' socio-emotional adjustment.
8. Descriptions of additional related studies that were subsequently conducted.

F. Program Characteristics Appropriate for the Gifted

Students are better able to progress at the rate appropriate to their abilities and interests. Continuous counseling and psychological testing of the stu-

57

dent aims to insure that the student is happy with the educational alternative arranged for him.

G. Program Exportability

The educational alternatives which the study employed are available in most areas; in addition, continuous counseling, psychological testing and assessment of the student's academic success insures that the arrangements made for the gifted student are the appropriate ones. Thus the program is highly exportable.

II. Objectives, Evaluation, Outcomes

Objective – to determine the possibility of fostering high level achievement in mathematics by creating a special accelerated mathematics program for able students.
Evaluation – Thirty students were invited to participate in a summer course of Algebra I; of the twenty-one who enrolled, 19 were tested on Form A of the Cooperative Achievement Tests, and 15 were judged to have scored well. These 15 were invited to continue into Algebra II, trigonometry, plane geometry and analytic geometry. This appears successful; however, no criterion for achievement of the objective had been determined prior to implementation of the program.
Objective – the general objective of the program was to better match students' abilities and course of study, especially with regard to pace.
Evaluation – no criterion was specified for the achievement of the objective.
Outcomes – Despite the fact that the authors of the study had not established specific criteria for success of the program, they appear successful for several reasons. All the educational alternatives mentioned were made available to each individual student, and recommendations were made to the student by the authors; thus an open-ended, flexible situation was created, enabling the student to find the academic pace suited to him. Continuous counseling sought to ensure that the student's adjustment was either good or improved. If the student was not happy, other arrangements were made. The authors of the study report that the students have indicated increased enthusiasm for school and life in general, improved adjustment, satisfactory relationships with intellectual peers and age peers – basically the students usually report that they are happier.

Future Plans

The authors of the study are not presently conducting courses, but instead are acting as consultants to schools in surrounding counties (Montgomery, Charles, Baltimore counties and the City of Baltimore) who wish to continue making these arrangements for their gifted students.

#129
Name of Program: Developing Divergent Modes of Thinking
Location: Whittier, Calif.
Phone: 213-698-0351
Address: East Whittier City School District,
14535 E. Whittier Blvd., Whittier, California
90605
Contact Person: Mrs. Eleanor Manning, Director

I. General Information

A. Overview

This program was developed by Title III funds to foster creativity, defined as divergent thinking, in intellectually gifted students. The program has been used with the district's 540 gifted students in grades K-8 over a 4-year period in both resource and self-contained classes. The self-contained classes vary from 30-35 students while the resource room program is limited to groups of 15 at a time. The program is offered to the students for approximately one hour per week.

B. Identification

Identification includes both teacher recommendations and standardized, individual I.Q. tests (WISC and Binet).

C. Curriculum

A curriculum has been developed for teaching creativity (divergent thinking) as a subject.

D. Inservice

The program includes inservice training for both teachers of the gifted and teachers of regular classes on methods for teaching creativity to their students.

E. Written Information

The following additional written information is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071. Phone 609-589-3410.

1. All levels of the program curriculum.
2. Tests used to identify students and evaluate program effectiveness.
3. Resources used by program to develop its curriculum.

F. Program Characteristics Appropriated for Gifted

This program is designed to develop the students' higher levels of thinking. These higher levels of thinking skills are taught as a subject.

II. Program Objectives, Evaluation, Outcome

Objective – the students involved in this program will show significant growth in their creative thinking ability as measured by Torrance's and Guilford's Tests of Creativity.
Evaluation Procedure – students were divided into control and experimental groups. All students were periodically tested for creativity with the Torrance and Guilford tests.
Outcomes – The project students averaged gains much greater than control group students.
Exportability – the exportability of this program seems very high. It used a large number of students, several teachers in various classrooms and is developed along specific guidelines which are contained in a written curriculum.

58

#130
Name of Program: Educational Center for the Arts
Location: New Haven, Connecticut
Address: 55 Audubon Street
Phone: 203-777-8900
Contact: DeWitt Zuse, Director

I. General Information

A. Overview

A part-time public high school for the talented, the program services students in theater, dance, music and the visual arts. The students are in grades 9-12 from ten surrounding area public high schools. Students attend regular high school in the morning and attend the Educational Center for the Arts from 12:00-2:30 P.M., five days a week. Tuition per student is presently $975 of which the local school district pays one-third and two-thirds is reimbursed by the state.

The program has been in existence for three years. All staff members are practicing artists in their field.

B. Identification

Students must apply through their school guidance department. All applicants are screened and interviewed by the Center's staff. Students are selected on talent developed and experience in the arts as well as for undeveloped, but potential talent.

C. Curriculum

Dance, music, art, photography and theater are the basic areas.

D. Written Information

The following additional information is available at the Educational Improvement Center, P.O. Box 426, Pitman,N.J. Telephone 609-589-3410.

General information about the Center and its program.

E. Program Characteristics

Similar to the regular class curriculum which is designed to teach skills and specific knowledge, this program does the same in the development of the arts.

F. Program Exportability

This program is highly exportable given comparable personnel and equipment.

II. Program Objectives, Evaluation and Outcomes

This program does not seem to have specific written behavioral objectives or an evaluation design. However, it appeared to the project personnel visiting the Center, that the objectives were to develop and refine existing and potential talent.

Attachment 1.1

EDUCATIONAL CENTER FOR THE ARTS
55 Audubon Street New Haven, Connecticut 06511 777-8900

Dance____ Music____ Theatre____ Visual Arts____
(Check One Area)

Name____

Female____ Male____ Date____

Freshman____ Junior____

Sophomore____ Senior____

Parent's Name____

Street Address____

City____ Zip Code____

Home Telephone____

School____ Counselor____

Describe what you do in the arts. Include ideas, experiences and ways you express and develop your talents.

____

____

____

59

Return this form to the Guidance Office at your high school.

STATUS OF PROGRAMS IN NEW JERSEY

APPROXIMATE LOCATIONS

OF

REPORTED

NEW JERSEY

PROGRAMS

STATUS OF PROGRAMS IN NEW JERSEY

Foreword

This section reports programs for gifted children in the state of New Jersey. Included are specific arrangements or characteristics of the program, grades and number of students served, means of identification of the gifted and length of the program (in hours).

Purpose

The purpose of this section is to provide local school districts with information on the dispersion of programs for the gifted in the state of New Jersey, and the characteristics of these programs. Characteristics of those programs that meet several rudimentary criteria are also indicated.

Procedure

All public school systems in the state of New Jersey were contacted via two mailings and asked to fill out a questionnaire regarding their program for gifted children. It is important to note that the questionnaire did not supply a definition of "gifted program." This was a judgement left to the reporting school or school system (see Appendix 7). The occurence of each characteristic reported by each school or school system was recorded on a matrix. Also recorded were: program grade levels, number of students involved, personnel employed for the gifted only, the identification isntruments used, and the time allotted to each program. Appropriate frequencies were then computed.

It should be noted that some questions were not answered by a few schools.

A rudimentary set of criteria was then established for a genuine program. These preliminary criteria required that: 1) the school or school system identify its gifted students and 2) the number of students in the program not exceed ten percent of the total school population. Additional appropriate frequencies were then computed.

Findings

Based on returns from 230 school districts, a total of 173 programs for the gifted were reported in the state of New Jersey; 57 schools or school systems reported having no program. The frequency of each program arrangement or characteristic is indicated in Appendix 6. Of the thirty-one characteristics, the six most popular arrangements are:

1) independent study (101)
2) enrichment (102)
3) school bands, choruses (77)
4) instrumental music (77)
5) supplementary learning centers (71)
6) homogeneous grouping (74)

Of the 173 programs for the gifted reported by the New Jersey school districts, a total of 61 programs satisfied the preliminary criteria set by this project. These programs serve a total of approximately 3400 students, indicating a mean number of 64 students per program. The characteristics most frequently reported by these programs are as follows:

1) enrichment (41)
2) independent study (36)
3) homogeneous grouping (27)
4) creative writing classes (25)
5) supplementary learning centers (25)

The characteristics of these programs correspond closely to those reported for all gifted programs in the state of New Jersey.

Most of these programs employ one teacher specifically for the gifted only.

Fourteen of these 61 programs are full-time in length (five full days). Forty-five of the programs are part-time, with a mean of six hours per week. One program meets during the summer only, one on Saturday's only.

The following table indicates the number of these qualified programs which serve each grade.

GRADE	K	1	2	3	4	5	6
# PROGRAMS	11	18	21	21	28	34	36

GRADE	7	8	9	10	11	12
# PROGRAMS	27	27	19	20	22	21

Programs are not particularly concentrated in any one grade, although the mode is sixth grade.

A total of 315 means of identification are used by these programs to find their gifted children; this indicates a mean of five identification instruments used by each program. The most frequently used instruments are as follows: Formal Tests; Achievement Tests – 52; Recommendations: Teacher – 54 Achievement: Academic – 51. Teacher recommendation is the most popular identification instrument. This data parallels that for programs reported for the rest of the United States and Canada; the most frequently relied upon means are teacher recommendation, unspecified intelligence tests and academic achievement. See Identification Instruments for Gifted Children.

Gifted Programs

Definitions

1. **independent study** – student chooses own topic for research and investigation; receives varying degrees of supervision.
2. **homogeneous grouping** – students are organized according to similar abilities.
3. **advanced placement** – student who has demonstrated ability in a particular area is permitted to enroll in a higher level course.
4. **speed reading** – students are taught to read at faster rates of speed.
5. **interest clubs** – meetings organized for students with the purpose of following the same hobby or area of interest.
6. **honors courses** – classes conducted at higher levels in specified curriculum areas for high achieving students.
7. **programmed instruction** – a course of study in a specified area of curriculum or particular topic, based on behavioral principles and a sequential approach to mastery; it is pursued on an individual basis.
8. **creative writing classes** – a course of study in which students express themselves imaginatively in writing.
9. **school plays** – students present theatrical productions, sometimes written and directed by themselves.

10. **school bands, choruses** – vocal and instrumental organizations which permit individual and group expression.
11. **honor roll listings** – recognition for academic achievement.
12. **athletic teams** – competitive sports organizations.
13. **instrumental music** – a course of music study which entails lessons on a musical instrument.
14. **team teaching** – classes or groups of students are taught by several teachers who have expertise in different subjects or curriculum areas.
15. **supplementary learning centers** – locations designated for study beyond that which is provided for in the regular classroom.
16. **use of tutorials** – a one-to-one learning situation in a specified curricular area which permits the student to move at his own pace.
17. **use of specialized personnel** – the addition of instructors or counselors with expertise in various areas to supplement that which is usually available to the student.
18. **preschool education** – arrangements made for more or less structured education for children prior to the kindergarten level.
19. **creativity – stimulating curriculum innovations** – diverse novel changes in such areas as course materials, approach, teaching technique, etc.
20. **simulation of real-world experiences** – the creation for students' experience of faithful imitations of outside-of-school situations.
21. **acceleration** – advancement of a student or students in a course or curriculum areas at a faster-than-usual pace.
22. **enrichment** – the elaboration of a curricular area or course via such things as more indepth reading, discussion, the addition of relevant experiences.
23. **lecture/demonstrations** – talks and/or illustrations presented to students by persons of various expertise.
24. **college classes** – the participation of students in courses administered by local colleges. In some cases college credit is awarded.
25. **early entrance** – the student is admitted to college prior to his high school graduation.
26. **individual or small group counseling** – psychological assistance provided to a student or groups of students.
27. **field trips** – organized visits of students to any of an infinite variety of out-of-school institutions and locations.
28. **summer or weekend travel** – organized visits by students to an infinite variety of out-of-school institutions and locations for varying periods during the summer, or on weekends.
29. **summer school enrichment classes** – classes offered during the summer which provide regular curriculum or course elaboration.
30. **ungraded** – organized classes not hierarchically labeled, permitting students to progress at their own pace.

New Jersey Programs for the Gifted

District, Location/School	Co.	Prog.
Asbury Park	Mon.	164
Atlantic City H.S.	Atl.	53
Atlantic City P.S.	Atl.	52
Barrington	Cam.	82
Bay Head	Som.	73
Bedminister	Som.	121
Berkeley Heights P.S.	Union	71
Bernardsville	Som.	33
Bogota	Ber.	99
Bridgeton, Fairfield Int.	Cum.	10
Bridgeton, West Ave. School	Cum.	64
Bridgewater-Raritan Reg.	Som.	5
Brielle	Mon.	77
Brigantine	Atl.	25
Butler	Mor.	147
Camden Co. Voc. Tech.	Cam.	91
Colts Neck, Cedar Drive	Mon.	31
Chatham Borough	Mor.	22
Chatham Twp.	Mor.	96
Clinton Public Schools	Hun.	12
Cranbury	Mid.	140
Deerfield Twp., Rosenhayn	Cum.	11
Delaware Twp., Sergeantsville	Hun.	17
Delaware Valley Reg. H.S.	Hun.	160
Delsea Regional	Glo.	104
Dumont	Ber.	142
East Amwell, Ringoes	Hun.	134
East Greenwich	Glo.	103
Eastampton	Bur.	109
Eastern High School	Cam.	125
Egg Harbor Twp.	Atl.	42
Estelle Manor	Atl.	88
Fair Haven, Knollwood	Mor.	90
Franklin Lakes	Ber.	128
Franklin Twp.	Som.	93
Gifted Child Soc. Ridgewd.	Ber.	172
Academy St., Glassboro	Glo.	59
T.E. Bowe, Glassboro	Glo.	58
Glassboro H.S.	Glo.	55
Glassboro Int. Glassboro	Glo.	57
J. Harvey Rogers, Glassboro	Glo.	56
Glen Rock	Berg.	149
Gloucester Township	Cam.	169
Green Brook Twp.	Mid.	124
Morris Goodwin, Greenwich	Cum.	65
Haddon Twp., Westmont	Cam.	66
Haledon	Pas.	62
Hamburg	Sus.	139
Hamilton Twp.	Mer.	94
Hammonton	Atl.	48
Hammonton	Atl.	171
Hanover Park Reg. H.S.	Mor.	89
Hazlet Twp.	Mon.	114
Hightstown	Mer.	78
Keansburg	Mon.	46
Kearny Public School	Hud.	126
Keyport	Mon.	136
Kinnelon	Mor.	115
Lafayette Twp.	Sus.	129
Lavallette	Ocean	44
Leonia	Berg.	143

Linden	Union	28
Lindenwold	Cam.	98
Livingston	Essex	151
Longport	Atl.	117
Lower Camden Co. Reg.	Cam.	163
Lower Cape May Reg.	CM	168
Lower Twp. Elem.	CM	110
Lambertville	Hun.	26
Mahwah	Berg.	152
Mainland Reg. H.S.	Atl.	3
Memorial, Little Ferry	Berg.	101
Manasquan	Mon.	146
Manchester Twp.	Ocean	29
Mansfield Twp.	Burl.	45
Matawan	Mon.	122
Maurice River Twp.	Cum.	86
Maywood Int.	Berg.	112
Meeta Elem. Medford	Burl.	69
Middle Twp. H.S.	CM	50
Middle Twp. M.S.	CM	49
Midland Park	Berg.	120
Milford Public Schools	Hun.	1
Millstone Twp. Clarksburg	Som.	7
Monmouth Beach	Mon.	100
Monmouth Reg. H.S.	Mon.	39
Montgomery Twp.	Som.	97
Morris Hills Reg. Rockaway	Mor.	67
Morristown	Mor.	173
Mount Arlington	Mor.	132
Mount Holly	Burl.	38
Mount Laurel	Burl.	74
New Providence	Union	54
Newton	Sus.	150
Northern Valley Regional	Berg.	167
Northfield	Atl.	20
North Haledon	Pas.	61
N. Hunterdon	Hun.	145
Ocean Twp.	Mon.	144
Palmyra	Burl.	8
Paramus	Berg.	156
Parsippany	Mor.	81
Parsippany-Troy Hills	Mor.	63
P.S. No. 15, Paterson	Pas.	113
Pemberton	Burl.	60
Pennsville Mem. H.S.	Sal.	19
Pequannock	Mor.	116
Pitman	Glou.	83
Plainfield	Union	76
Point Pleasant H.S.	Ocean	34
Pompton Lakes	Pas.	162
Ramsey	Berg.	13
Red Bank	Mon.	154
Red Bank Reg.	Mon.	70
Ringwood, Ryerson	Pas.	119
River Dell, Oradell	Berg.	131
Roosevelt Elementary	Mon.	102
Rumson, Dean Porter	Mon.	16
Rutherford	Berg.	108
Scotch Plains-Fanwood	Union	85
Scotch Plains-Fanwood H.S.	Union	155
Sea Girt	Mon.	133
Shiloh Elem.	Cum.	51
Shore Reg. H.S.	Mon.	68
Somerville	Som.	138
Somerville, Stonybrook	Som.	21
Springfield Public		41
Springfield Twp.	Burl.	9
Summit, Wilson School	Union	47
Union City, Springfield	Hud.	27
Upper Deerfield, Seabrook	Cum.	2
South Amboy, Hoffman	Mid.	123
Spring Lake, Mountz	Mon.	30
Sussex-Wantage Reg.	Sus.	157
Tinton Falls	Mon.	80
Toms River	Ocean	141
Toms River H.S.	Ocean	79
Totowa	Pas.	161
Trenton	Mer.	170
Trenton	Mer.	170
Trenton, Jefferson	Mer.	165
Union Twp.	Union	72
Vernon, Lounsbury Hollow	Sus.	118
Vernon, Rollinghills	Sus.	153
Vernon, Walnut Ridge	Sus.	159
Vineland H.S.	Cum.	43
Vineland Elementary	Cum.	32
Waldwick	Berg.	107
Wall Twp.	Mon.	92
Wallington	Berg.	148
Waretown	Ocean	24
Warren Middle School	Som.	130
Warren Twp.	Som.	36
Washington Twp.	Mor.	40
Washington Twp., Sewell	Glou.	23
Westampton Twp.	Burl.	111
West Amwell, Lambertville	Hun.	6
West Essex, North Caldwell	Essex	137
Westfield	Union	15
West Long Branch	Mon.	4
West Milford Twp. Newfoundland	Pas.	14
Weymouth Twp., Southy	Atl.	127
Wildwood	CM	95
Wildwood Crest	CM	37
Willingboro H.S.	Burl.	35
Woodbine	CM	105
Woodbridge Twp.	Mid.	87
Woodbury	Glo.	106
Wood Ridge	Berg.	158
Woodstown-Pilesgrove Reg.	Sal.	18
Wyckoff	Berg.	135

The following reports on programs actually visited represent a conscious selection on the part of the project personnel to gain verification of a written program description and additional information on projects which seem to be effective in meeting the needs of gifted children. The project personnel sought to obtain the same information as that sought for national programs. (see page 000)

#5
Name of Program: Academically Independent Program
Location: Bridgewater-Raritan
Phone: 201-722-1500
Address: First Avenue, Raritan, New Jersey
Contact Person: Dr. Jean Balinky

I. General Information

A. Overview

The Academically Independent Program is designed to serve those children identified as having gifts and talents specifically in school-work areas. Students from the second and third grades are grouped together and students from the fourth and fifth grades are grouped together. A total of fifty students are served. Cost of the program is approximately $30,000 plus transportation and includes teacher salaries.

B. Identification

The Stanford-Binet Intelligence Scale and the Iowa Test of Basic Skills are used to identify students for the program. In constructing the classes, a class size of 25 was first determined and then ranks assigned to students after considering their scores on each of these standardized tests. Students were admitted on the basis of their rank.

C. Criteria for Selection of Personnel

The two teachers of the gifted classes were selected for their willingness to teach these classes, their general ability, and their experience with individualization.

D. Curriculum

All curriculum areas are served. Special topics are taught in such areas as chemistry, biology, poetry and crocheting.

E. Other Resources Utilized

In addition to the teaching staff, parents and community members teach many of the topics mentioned above.

F. Written Information

The following additional written material is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1) Program description
2) Questionnaires for recommendation by parent, student and teacher.
3) Form for pupil evaluation by teacher, pupil and parent.
4) A list of materials used.

G. Program Characteristics Appropriate for the Gifted

The grouping procedure makes it possible for the gifted to stimulate each other and to move ahead quickly. The program allows for much individualization. The quick pace of the class is appropriate.

H. Program Exportability

The program is fairly exportable for several reasons. Grouping of the gifted together full-time means constant interaction and mutual stimulation, and causes the exciting pace of the class, independent of the teacher. The program depends heavily on its curriculum and on its students, and therefore is exportable.

II. Objectives, Evaluation and Outcome

Objectives

The basic goals of the program are to provide the needed stimulation for these students, and give them the opportunity to progress on an independent basis through basic skills, stressing enriched studies in all areas.

Evaluation

Because of the small size of the group and because of the lack of a control group, a qualitative evaluation of the success of the program will be utilized, rather than a statistical one.

#13
Name of Program: Enrichment Program
Location: Ramsey, New Jersey
Phone: 327-6800
Address: Ramsey Schools, 266 E. Main Street,
Ramsey, N.J. 07446
Contact Person: Judie Bayles

I. General Information

A. Overview

The program at Ramsey is one of enrichment for high academic, potential and creative achievers. It serves 150 students in grades one through six in a one hour session each week; students in grades seven through twelve are served by means of individualized scheduling. All funding for the enrichment program, which has been in operation for three years, is local, in the amount of $14,000 per year. The program employs one teacher and an assistant for the gifted.

B. Identification

Program officials prefer to use a multi-criteria base for identifying their gifted students. The following instruments are used:

1. The Gowan and Renzulli-Hartman Scales
2. Stanford Achievement Test, 90th percentile
3. Otis-Lennon Group Intelligence Test, 90th percentile
4. Principal's recommendation
5. Torrance Test of Creativity

Class size and classroom scheduling are taken into consideration. Those students who exhibit potential for achievement are given consideration.

C. Curriculum

All curriculum areas are served, but the program leaves skill areas to the regular classroom; topics judged interesting by the teacher are explored.

D. Inservice

An informal inservice program is provided for classroom teachers, teachers in the gifted program, and the administration.

E. Written Information

The following additional information is provided at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

F. Program Characteristics Appropriate for the Gifted

The program seeks to stimulate the students by exploring topics which they are not able to discuss in the regular classroom. The development of research skills is emphasized. Class size, six to ten students, is appropriate for optimum interaction.

G. Program Exportability

The program has been developed on the basis of local needs; consequently the program is moderate in exportability.

II. Objectives, Evaluations, Outcomes

Objectives

The goals of the program are to:

1. Identify and provide educational challenge for the gifted/talented child.
2. Maintain normal peer relationships within the regular school routine.
3. Aid the classroom teacher to incorporate the talented students' gifts to provide a richer learning environment for all.

Evaluation

Using Student, Teacher and Parent Evaluations, program officials feel they are able to evaluate the program accurately.

Outcomes

The community has generally been pleased with the program. No statistical evaluation of the survey is available.

#16
Name of Program: (program does not have a name)
Location: Rumson, New Jersey
Phone: 201-842-0383
Address: Black Point Road, Rumson, N.J.
Contact Person: Robert Hirschman, Principal

I. General Information

A. Overview

This is a "cross-graded" (grades 2-3) enrichment program for academic achievers. It is situated in a K-4 school, part of a K-8 district which serves 950 students. No additional funds are required by this program which is in its first year of operation. The one class is self-contained, and includes 25 students.

B. Identification

The teacher of the program, the principal and recommending teachers, help select the students. The identification procedure includes: the Renzulli-Hartman Scale, teacher recommendation, Iowa Test of Basic Skills (90%ile achievement) and the SRA group IQ test (120+). The SRA will be replaced next year by the Lorge-Thorndike. In addition, the principal takes time to have candidates read with him.

C. Criteria for Selection of Personnel

One teacher from the field of special education was selected for her interest, enthusiasm, and ability to work well with these students.

D. Curriculum

All curriculum areas are covered, and contracts are employed after skill areas are completed.

E. Other Resources Utilized

Community aids, high school and eighth grade aids are used occasionally.

F. Program Characteristics Appropriate for the Gifted

This program is highly individualized; roadblocks to students' progress and pursuit of interests are either non-existent or minimal. The classroom atmosphere is highly stimulating.

G. Program Exportability

Program exportability is limited, since much of the program's success can be traced to this teacher's enthusiasm. The structure of the program, however, is exportable.

II. Objectives, Evaluation, Outcomes

Objectives

Although not formally stated, program objectives include development of organization and independence in the student, the ability to delineate and address a problem, and to accurately represent the problem to others. In addition, students develop the ability to evaluate themselves honestly.

Evaluation

The evaluation of this year old program is a subjective one conducted by the principal and teacher. Achievement test results are noted.

#45
Name of Program: The Enrichment Program
Location: Columbus, N.J.
Phone: 267-0308
Address: Columbus, N.J.
Contact Person: Mr. John Hydock, Superintendent

I. General Information

A. Overview

The Enrichment Program is a two year old program which serves 25 intellectually gifted students in grades two through six. The students participate in groups of six to eight from the same grade. Funding for the program is local, at an annual cost of approximately $6,000.

B. Identification

Two formal tests, the Slosson Intelligence Test and the Metropolitan Achievement Test are used to identify the gifted students; a cut-off score of 130 is used on the former, and achievement two years above grade level is required on the latter. In addition the Renzulli-Hartman Scale is also used.

C. Criteria for Selecting Personnel

The teacher was selected for the qualities of intelligence, flexibility and personableness with children.

D. Curriculum

A topic is selected from all available curriculum areas. The needs and interests of the students are considered in the selection process.

E. Inservice

Inservice is provided for all classroom teachers to explain the nature of gifted students. Periodically the teacher of the gifted meets with other teachers on an informal basis.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, New Jersey 08071.

1. Description of the program
2. Lists of materials used
3. Program evaluation materials

G. Program Characteristics Appropriate for the Gifted

The class size, six to eight students, appears ideal; it is small enough to encourage each student to participate fully, yet it is big enough to allow them to stimulate each other.

The program permits the students to explore the selected topic in as much depth as they desire.

H. Program Exportability

The program's exportability is quite restricted due to the fact that the program relies heavily for its success on the teacher, and because a specific written program is lacking.

II. Objectives, Evaluation, Outcomes

Objectives

The objectives of the program are as follows:

1. Enrich and accelerate learning
2. Challenge the full use of abilities
3. Encourage initiative
4. Allow creativity to be expressed

Evaluation

Students, parents, classroom teachers, administrators and consultants were surveyed regarding their opinions on the effectiveness of the program. However, the survey did not evaluate the achievement of the above objectives.

Outcome

The survey indicated widespread satisfaction with the program and general agreement that the students benefited academically from the program. No data is available on the accomplishment of the program's stated objectives.

#64
Name of Program: Gifted Program
Location: Bridgeton, N.J.
Phone: 609-451-8022
Address: West Avenue School, Bridgeton
Contact Person: Mrs. Cora Fisher

I. General Information

A. Overview

This program serves 150 academic achievers in grades two through eight. It is designed to enrich and broaden the students' experience, and has been operating for four years. Funding, which is local, is in the amount of $40,000 per year plus per pupil expenditures.

Some classes in the program are full time, others meet for 2½ hours a week.

B. Identification

A number of standardized tests are used to identify the gifted students: the Kuhlman-Anderson Test of Intelligence, the Metropolitan Readiness Test (in grades 1 through 3), Gates-McGinnitie, Iowa Test of Basic Skills (in grades 4 through 6), SRA Reading and level tests of math and reading. The student must be achieving at a level two grades higher than his own. Exceptions to this requirement may be made in the case of high I.Q., or bright minority member.

Due to special circumstances which have affected the composition of the student body from the intellectual aspect, the Bridgeton program only requires an I.Q. of 111 for entrance (most programs require an I.Q. of 130 to 140).

Also considered in the process of identification are achievement in academic or leadership areas, and/or the fine and performing arts, and recommendations by the student's teacher and parent, and the Director of Elementary Education.

C. Criteria for Selecting Personnel

Five teachers of the gifted were selected by the Director of Elementary Education and the principal's recommendation via a subjective selection procedure.

D. Curriculum

In grade 2, science, math and enrichment reading are offered. In grades 3 and 4 the classes are self-contained and all curriculum areas are covered. Spanish and language arts (communications) are available in grades 5 and 6. Grades 7 and 8 are grouped by ability and all curricular areas are available.

E. Inservice

Inservice consists simply of occasional meetings and discussion periods for the teachers of the gifted.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1. List of materials used
2. Sample lessons

G. Program Characteristics Appropriate for the Gifted

The program provides flexible grouping. In addition, students are encouraged to work to their full ability; during the staff's visit to the program the students appeared engrossed in the class, and well-motivated.

H. Program Exportability

The program's exportability is limited due to the fact that the teacher, in this case, is an important variable. The importance of the attentiveness and attitude of this group of students must not be underestimated. The program's exportability is also limited by the lack of written information about the program.

II. Objectives, Evaluation, Outcomes

Objectives

The goal of the program is only broadly defined as the providing of broadened, interesting experiences for identified students.

Evaluation

No written material is available regarding evaluation of this objective. Evaluation of the program consisted entirely of a survey of student, parent, and professional opinions of the program.

Outcome

The program reports broad acceptance and support of the program among students, parents, teachers and administration. No specific data is available.

#87
Name of Program: AHOY and Mentor Programs
Location: Woodbridge-Avenel
Phone: 201-634-0092
Address: School Street, Woodbridge, N.J. 07095
Contact Person: Charlotte Sciarpelletti

I. General Information

A. Overview

This is the first year of operation of this program for one hundred academic achievers in grades 3 and 6.

The program meets for 1½ hours per week. Funding for the program comes from local and state (a mini-grant) sources.

B. Identification

Several standardized tests are used to identify the gifted: A group I.Q. test, and the California Achievement test. An I.Q. of 125 and the achievement score of 97th percentile are required. Academic achievement is considered although no criterion level is set. The recommendations of the principal and the two teachers of the gifted are required. The classroom teacher uses an abridged form of the Renzulli-Hartman Scale to recommend students.

C. Curriculum

The program creates a learning environment which encourages the development of problem solving strategies. The interests of individual students dictate to a large extent the curriculum area in which they work. Language arts and math are popular areas.

D. Inservice

A well-researched inservice program is presented twice a year for teachers in the gifted program, other teachers and the administration. It consists of seven 1½ hour sessions, and includes discussion of what giftedness is, and what may be done to help.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1. Lists of materials used
2. Samples of program materials

F. Program Characteristics Appropriate for the Gifted

Class size is small, two to six students, and permits them to stimulate each other. The program is exploratory and flexible and open to student input and direction.

G. Program Exportability

Program exportability is very good, since the program emphasizes a process or approach. The program depends to a large extent on the materials selected, and this adds to the program's exportability.

II. Objectives, Evaluation and Outcome

Objectives

The program's objectives are as follows:

1) Students will be able to function at higher levels of cognition and abstraction.
2) Students will be able to analyze, evaluate and appreciate their own and others' creative products.
3) The program will identify students' strengths and interests, and will help them increase their own self-direction.
4) The program will promote the development of communication skills.
5) Students will be better able to understand and appreciate themselves and others, and will be better able to appreciate their environment.

Evaluation

An elaborate evaluation procedure is planned which includes:

1) a post-test interest inventory
2) a self-appraisal interest inventory
3) a school sentiment index (an original product)
4) recorded group discussions on selected topics
5) appraisal of essays in response to hypothetical questions
6) assessment according to a modification of the Renzulli-Hartman scale
7) opinionaires distributed to students, teachers, and parents
8) spontaneous anecdotal information

#71
Name of Program: Enrichment Workshop
Location: William Woodruff School
Address: William Woodruff School,
Briarwood Dr., Berkely Hts., N.J. 07922
Phone: 201-464-1723
Contact Person: Mr. Joseph Ierardi, Principal

I. General Information

A. Overview

The program serves two groups of 5th & 6th graders of approximately 10 students each. The program was an outgrowth of concern expressed by the PTA of the district's schools. The program was begun as a pilot in 1972.

The students attend the program for one morning and one afternoon per week. The major responsibility for the student's education lies with the regular classroom teacher. The gifted program is designed to provide the students with the opportunity of participating in a program with other students of their ability. The first year of operation the program existed only as a vehicle to provide the students with a chance to work on projects of special interest to them. Students did this on an individual basis by forming a contract to study a specific area (sample contract enclosed). This proved to be too unstructured. In the second year the program added an "academic thread" in the form of studying the short story, in addition to working on individual projects. If the student misses work in his regular class in order to attend the program, it is his responsibility to make it up.

B. Identification

Acceptance into the program is based on (1) results in the very superior range on the Lorge-Thorndike I.Q. test, (2) 75%ile on Iowa, Metropolitan or Stanford Achievement Test, (3) Teacher-Principal recommendations. Parent approval is required before finally placing a child in the program.

C. Curriculum

A topic for independent study is selected from all available curriculum areas. The program also teaches research and critical thinking skills. (See attached student planning and evaluation sheets.)

D. Program Characteristics Appropriate for Gifted

The program stresses independent study and research skills in such a way as to develop the higher levels of thinking within the students.

Attached: Berkeley Hts.

NAME

INDIVIDUAL PROJECT		DATE OK'D	NUMBER OF WEEKS
			DAY COMPLETED
OBJECTIVE	PLAN OF STUDY	WORK ACCOMPLISHED (Include Resources and Materials)	

Berkeley Heights – Student presents his findings from this project to class including critical evaluation.

EVALUATION OF CONTRACT AFTER PRESENTATION

Your Name _____

Title of Contract _____

Date Contract OK'd _____ Date Contract finished _____

Number of Weeks it took. Why?

1. Where did you get the idea for the contract?

2. Did you plan well? Why or why not?

3. Did you enjoy this contract? Is there more to learn about this subject? Will you ever return to it?

4. Did you encounter any problems in the contract? What were they? How were they solved or did you solve them?

5. Did you accomplish your objective? Why or why not?

6. Did you learn something new? about yourself? about others?

#122
Name of Program: Enrichment Program
Location: Matawan, New Jersey
Phone: 201-566-1800
Address: Broad Street, Matawan, New Jersey
Contact Person: John Palsha

I. General Information

A. Overview

Matawan's Enrichment Program serves gifted students who can function independently in the classroom. It consists of self-contained classrooms on each grade level from second to fifth. The seven year old program presently serves one hundred students, and entails no cost beyond local per pupil spending and transportation for the students, who are bussed in.

B. Identification

Identification of the gifted begins at the end of the first grade. Any one of a number of intelligence tests is used, but the criterion score is not stringent. Emphasis, instead, is on academic achievement and teacher recommendation. The four teachers of gifted students make up the final class lists.

C. Curriculum

All curriculum areas are served by the program, with enrichment as a goal.

D. Criteria for Selecting Personnel

Teachers of the gifted are selected for their ability to teach a process approach.

E. Inservice

Inservice is provided for classroom teachers, teachers of the gifted, and administrators in an informal orientation meeting.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1) Program description
2) List of materials
3) Evaluation description and results

G. Program Characteristics Appropriate for the Gifted

Students in the program have the opportunity to direct their own study to an extent and to develop "life skills" – that is, skills that will always be useful to them.

H. Program Exportability

Because the program depends on an environment that can be reproduced relatively easily, and because it is process oriented, exportability is fairly good.

II. Objectives, Evaluations and Outcome

Objectives

The goals of the program are:

1) the development of an environment which maximizes self-actualization
2) assisting the student in the development of skills for learning

Evaluation

The evaluation procedure consists of an opinion survey of teachers, administrators and parents, and of standardized tests which indicate participants' general progress. The tests used are the Metropolitan Achievement Tests, the Gates-MacGinitie, and the Iowa Test of Basic Skills.

Outcomes

The questionnaire indicates only indirectly general satisfaction with the program. Questions included in the survey do not directly measure accomplishment of the objectives.

The program claims that performance on the standardized tests improves with increased experience in the program. No statistical data is provided.

#169
Name of Program: Challenging Our Students
Location: Gloucester Township
Phone: 227-3467
Address: Charles W. Lewis School,
Davistown-Erial Rd., Blackwood, N.J. 08012
Contact Person: Mr. Seferrazza

I. General Information

A. Overview

This program has been in operation two years and serves 150 creative and intellectually gifted students in grades four through eight. Class size varies from four to eight students in this enrichment program. Local funding ($30,000 for summer, $6,000 for the school year) supports the program.

B. Identification

The following are used to identify students for the program: the Otis-Lennon Mental Abilities Test, the Metropolitan Achievement Tests, teacher recommendations, and student performance. The art program admits students on the basis of the art teacher's recommendation. Students are selected at the end of the third year in school.

C. Curriculum

All academic areas and the arts are offered.

D. Inservice

Inservice, usually two sessions, is provided for teachers of the gifted and for administrators.

E. Program Personnel

Those teachers who work with the program have volunteered.

F. Program Characteristics Appropriate for the Gifted

This program challenges the student, and, in addition, it provides more individual guidance.

G. Materials

Materials are individually selected according to the needs of the pupils.

H. Available Services and Other Resources

Guidance, psychological and LDC services are available to program participants. Other resources used include parents, community members and educational resources.

I. Written Information

A program description and evaluation are available from the program officials.

#170
Name of Program: Humanities Program
Location: Trenton, New Jersey
Phone: 609-396-7646, ext. 303
Address: Chambers Street, Trenton, N.J. 08609
Contact Person: Althea G. Skokos

I. General Information

A. Overview

This fifteen-year old program is conducted at Trenton Central High School, a 9-12 (grade) school which has a population of 3,000. The program is a three-year chronological program which requires no extra funding. Forty students participate, and an average class size is 7.

B. Identification

Program candidates must score in the ninetieth percentile on the SCAT and have a background of honors work. Students must score well in verbal and performance areas; otherwise, it has been found they can not handle this demanding program. Teacher recommendation is also required. The principal, who is head of the Curriculum and Instruction committee, the chairman of the English Department and a Social Studies teacher, select the students. Students are invited but not obliged to join the program.

C. Curriculum

The program consists of one English and one Social Studies course at each grade level (10, 11 and 12); the two courses are coordinated. In the tenth grade students study early Greek, Chinese and Roman history and literature; in eleventh grade the period is European, and in twelfth grade American history and literature are studied. To a great extent the program relies on selected original writings. Trips to museums, theaters and historical sights are part of the program.

D. Written Information

A one-page narrative of the program is available from the Educational Improvement Center, Box 426, Woodbury-Glassboro Road, Pitman, N.J. 08071.

E. Exportability

The program is exportable since it relies heavily on the concept of the humanities, studied through original, classical works.

II. Objectives, Evaluation, Outcomes

Objectives

One objective of this program, conducted in an urban setting, is to provide an opportunity for these students to interact with each other for two periods a day but not to be isolated as would be the case in a self-contained class. Another objective is to provide these students with a foundation in the humanities, and to teach them research and study skills.

Evaluation

Evaluation is an informal procedure and consists of feedback from program graduates; in this way the program has been revised and has indicated the success of the program.

#171
Name of Program: Gifted Program
Location: Hammonton, N.J.
Phone: 609-561-7004
Address: Office of Superintendent, Box 631,
Hammonton, N.J. 08037
Contact Person: Charles Dispoto, Assistant Superintendent

I. General Information

A. Overview

This enrichment program, which serves 36 students, is in its first year of operation. The program employs one teacher, and has been funded through CETA. Next year funding, in the amount of $10,000, will be on a local basis. This program operates on the basis of small group scheduling.

B. Identification

Criteria for selection of program participants include academic achievement, student attitude, an intelligence test and teacher recommendations made on the basis of a nomination checklist. A "selection team", made up of administrators, school psychologist, Director of Special Services and the teacher of the gifted, make the final selection.

C. Curriculum

The curriculum revolves around student interests, which are discussed in a preliminary interview with the teacher of the gifted. Students pursue independent studies and are grouped together by similar interests for meetings with the teacher of the gifted.

D. Inservice

There is no formal inservice, however, there is constant communication among teacher of the gifted, regular classroom teachers, and administrators.

E. Program Characteristics Appropriate for the Gifted

This program permits gifted students to pursue their many varied interests and supports them in their undertakings.

F. Program Exportability

Except for the variable of student interest level and initiative, this program is very exportable.

II. Objectives, Evaluation, Outcomes

Objectives

The objectives of this program are two-fold:

1) To extend the classroom, in effect, to meet the educational needs of these students.
2) To permit these students to pursue individual interests.

Evaluation

An evaluation procedure is in the planning stages. It will include assessment of interest stimulated in regular students via the planned project display by program participants, and response to a questionnaire issued to segments of the school community.

#171
Name of Program: The Saturday Workshop
Location: Ridgewood, N.J.
Address: Gifted Child Society, Inc., 59 Glen Gray Rd., Oakland, N.J. 07436
Phone: 201-337-7058, or 201-837-3950
Contact Person: Gina Ginsberg, Executive Director, or Mrs. David Weller, School Coordinator

I. General Information

A. Overview

This is a private non-profit educational society that has served over 10,000 gifted children in the past 17 years. The children range in age from 4-13. The students may attend one or more 1½ hour courses offered from 9:00 a.m. to 1:00 p.m. on Saturdays throughout the year. The cost of a course is $30-$45 with cost adjustments if more than one family member is enrolled in the program. The program also includes a student council and a parent association.

B. Identification

In order to participate a child must have an I.Q. of 120+ or at or above the 92 percentile.

C. Curriculum

The program offers a variety of courses including arts and crafts, debating, movie production, science, and medicine to name a few.

D. Program Characteristics Appropriate for Gifted

The program offers a variety of activities designed to appeal to the various interests characteristic of gifted children.

E. Exportability

The program is very exportable. It has well established guidelines and procedures which have been developed over an extended period of time.

II. Objectives, Evaluation and Outcomes

The objective is to provide the gifted students in Bergen and surrounding counties with an enrichment program not offered in the public schools. When considering the types of courses offered and the age of the children in the program, it appears to be meeting its objectives. Specific learner objectives were not presented at the time of the visit, (Fall 1973).

#173
Name of Program: Able & Ambitious
Location: Sussex Avenue School
Address: Sussex Avenue School, Sussex Ave., Morristown, N.J. 07960
Phone: 201-539-6100
Contact Person: Mr. John Merrill, Prin.

I. General Information

A. Overview

The school district has two 5th and two 6th grade, self-contained classes for gifted students. One 5th and one 6th grade class are in the Sussex Avenue Elementary School where the program has been in existence for the past 10 years. The classes average about 20 students which is approximately the same class size for all classes in the school. The program is continued in grades 7-12 with departmentalized Able & Ambitious classes for all subjects.

B. Identification

Several criteria are used in selecting students for the program. Students must have at least 120 non-verbal I.Q. and be two years above grade level. Recommendations from teachers and the school psychologist are also considered in the identification.

C. Curriculum

The program is based on the 5th and 6th grade curriculum with the addition of additional subjects such as foreign language and creative writing.

D. Instructional Materials

Many of the materials are similar to those of the regular class. The classes do make use of the New York Times as part of their daily class work.

E. Program Characteristics Appropriate for the Gifted

The program includes indepth study in various subjects as well as activities which are beyond the ability of students in regular classes.

F. Program Exportability

The program is fair in exportability and has been successfully expanded within the district.

II. Objectives, Evaluation and Outcomes

At the time of the visit, (Fall 1973) program objectives, evaluations and outcomes were not presented.

TEACHER TRAINING

Teacher Training Programs for the Education of the Gifted

Foreword

While this section does provide some information on teacher training programs throughout the United States, it is primarily concerned with the training available within a reasonable distance of New Jersey.

Purpose

The purpose of this section is to make available to the schools and educators in New Jersey a list of conferences, college courses, inservice programs and consultants in the area of the education of the gifted.

Procedure

In addition to programs of local school districts, a variety of other sources were contacted including all 50 State Departments of Education, the United States Office of Education, the National/State Leadership Training Institute on the Gifted and the Talented, the Council for Exceptional Children, The Gifted Child Society, The Association for the Gifted, various colleges and universities and recognized national consultants. Information concerning the types of training programs in the area of the education of the gifted was sought from all these sources. Time was not available to evaluate the various training programs found in our research. The information received was read and categorized.

Findings

While it is known that some of the programs and consultants listed below are excellent, the following list should not be considered an endorsement for any of the persons or programs included on the list. At the same time the list does not include any consultants or programs with which the project personnel are unfamiliar either through personal or written contact and, therefore, the list does not include any sources which do not merit consideration in planning a training program.

Existing Inservice Programs

1. Educational Improvement Center – South Jersey Region
   Box 426
   Pitman, New Jersey 08071 Phone: 609-589-3410
   Contact Person: Ted Gourley
   Summer workshops in developing program for the gifted and in creativity (divergent thinking).

2. Gifted Child Society, Inc.
   59 Glen Gray Road
   Oakland, New Jersey 07436
   Contact Person: Gina Ginsberg
   Once or twice a year the Society offers a training program dealing with the types of courses and teaching methods they have used with gifted children over the past 17 years.

3. National/State Leadership Training Institute on the Gifted and the Talented
   Irving S. Sato, Director
   Civic Center Tower Building
   316 West Second St., Suite 708
   Los Angeles, Calif. 90012 Phone: 213-489-7470
   David M. Jackson, Executive Director
   1920 Association Drive
   Reston, Virginia 22091 Phone 703-620-3660
   The L.T.I. sponsors a national training program once each summer as well as various regional programs throughout the year. The programs are designed for educators, legislators and parents.

4. The Association for the Gifted
   Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091
   Contact Person: Joseph Renzulli, University of Connecticut, Wm. Vassar, Conn. State Dept. of Education
   T.A.G. has various annual conferences regionally throughout the country as well as workshops at the annual council for exceptional children convention.

Also see "Educational Programs for the Gifted" especially the descriptions of the programs visited. Several large city school systems such as Los Angeles, San Diego and Chicago have ongoing inservice programs. Also see the "Status of Programs for the Gifted in New Jersey" especially the programs visited as several of these programs have inservice training.

Potential Consultants

The following list of consultants is designed to be of use to schools in New Jersey and therefore the persons on the list live and work in an area from Southern New England south to Washington, D.C., or within a three hour drive of New Jersey. For a list of national consultants it is suggested that one contact:

Irving S. Sato, Director
National/State Leadership Training Institute on the Gifted and Talented
Civic Center Tower Building
316 Second St.
Los Angeles, Calif. 90012

Consultants – General Information

Lucy Campanella, 6 Murfield Drive, Lincroft, N.J.07736
Gina Ginsberg, 59 Glen Gray Rd., Oakland, N.J. 07436
Ted Gourley, Educational Improvement Center, Box 426, Pitman, N.J. 08071
Pat Breyley, Educational Improvement Center, Box 426, Pitman, N.J. 08071
Ernest Maddock, Dept. of Special Education, Glassboro State College, Glassboro, N.J. 08028
Joseph Renzulli, Dept. of Ed. Psych., Univ. of Connecticut, Storrs, Ct. 06268
William Vassar, Conn. Dept. of Education, Hartford, Ct. 06101
Roslyn Oberson, Belhaven School, Linwood, N.J. 08221
Marion Liebowitz, SEIMC, East Windsor Regional School District, Hightstown, N.J. 08520
Harold Lyons, Office of Gifted and Talented, U.S.O.E., Washington, D.C.
Jane Case Williams, Office of Gifted and Talented, U.S.O.E., Washington, D.C.
Nora Cohn, Academically Talented Program, 3236 Powelton Ave., Philadelphia, Pa. 19121
John Merrill, Prin., Sussex Ave. Elementary School, Morristown, N.J. 07960
Ann Prairie, Willingboro Public Schools, Garden Plaza Bldg., Willingboro, N.J. 08046
Julian Stanley, Dept. of Psych., Johns Hopkins University, Baltimore, Md. 21218
Roger Ming, New York State Dept. of Education, Albany, N.Y. 12207

Films on the Gifted

The following films are available to all New Jersey school districts at a cost of $10.00 to cover postage through:

Teacher Training Films
Somerset County A-V Aids Commission
Somerville, N.J. 08876
Phone 201-725-4700

A Time for Talent
Teach Me How I Can Do It Myself
Understanding the Gifted
See, Touch, Feel
Rafe – Gifted Disadvantaged
Creativity and Learning
Cognitive Development
Creative Kindergarten

Pre-Service Programs

Based on the following research studies, *Survey of 1,564 Colleges and Universities on Courses Offered in the Education of the Gifted-Teacher Training* by A.W. Laird and C.J. Kowalski, Gifted Child Quarterly, Summer 1972, and *Gifted and Talented Teacher Training Programs*, National Clearinghouse for the Gifted and Talented, Council for Exceptional Children, selected colleges and universities were contacted concerning their present training programs in this area. Sixty-eight colleges and/or universities were contacted including four (4) in New Jersey, two (2) in Connecticut, nine (9) in New York, four (4) in Pennsylvania, one (1) in Maryland, all of which had previously reported either courses or programs in the area of gifted education. Our findings, based on written returns, are as follows:

Pennsylvania

Dr. Deborah Nickles, Asst. Professor
Department of Special Education
West Chester State College
West Chester, Pa. 19380
Program: One course not offered in four years

Dr. Clinton Burket, Chairman
Department of Elementary Education
Kutztown State College
Kutztown, Pa. 19530
Program: One elective course, "Teaching the Gifted Child"

Dr. Emery R. Breneman
Department of Special Education
Mansfield State College, Mansfield, Pa. 16933
Program: Offers a special education major in teaching the mentally gifted.

New York

Dr. Alexinia Y. Baldwin, Asst. Professor
Department of Curriculum and Instruction
State University of New York
Albany, N.Y. 12222
Program: One graduate course "Gifted Education"

Dr. Carroll A. Feddeman, Program Head
Department of Special Education
Brooklyn College of the City University of New York
Brooklyn, N.Y. 11210
Program: One course

Dr. Robert M. Porter, Professor
State University College
Oneonta, N.Y. 13820
Program: One course "School Programs for the Mentally Gifted"

New Jersey

We received no response from the New Jersey colleges contacted.

Connecticut

Dr. Joseph Renzulli
Department of Educational Psychology
University of Connecticut, Storrs, Conn. 06268
Program: Courses and major areas of study at graduate level

Maryland

Dr. Julian Stanley
Department of Psychology
Johns Hopkins University, Baltimore, Md. 21218
Program: Research programs on gifted (see Programs for the Gifted)

Other States

Dr. Bella Kranz, Asst. Prof.
Department of Education
Moorhead State College
Moorhead, Minn. 56560
Program: Two courses offered during the summer;
1. The Gifted Child, and
2. Curriculum and Methods for the Gifted

Dr. Steven D. Harlow, Chairman
Department of Special Education
University of North Dakota
Grand Forks, N.D. 58201
Program: One course

Dr. Russell Johnson
Department of Education and Psychology
Southeast Missouri State University
Cape Girardeau, Missouri 63701
Program: One course

Dr. Margaret Hiers, Head
Department of Special Education
Valdosta State College
Valdosta, Georgia 31601
Program: Certification and masters degree program

Dr. Janet R. Collins
Department of Instructional Services
Box 28
Wichita State University
Wichita, Kansas 67208
Program: One course, developing a master's level program.

Dr. Glenna DeBrota
Department of Educational Psychology/Special Education
Butler University
Indianapolis, Indiana 46208
Program: Courses at both undergraduate and graduate levels

Dr. Mary L. Kooyumjian, Assoc. Prof.
Department of Special Education
Northeastern Illinois University
Bryn Mawr at St. Louis Avenue
Chicago, Ill. 60625
Program: Four courses at the graduate level

Dr. William G. Melville, Assoc. Prof.
Department of Educational Psychology
University of Wisconsin – Platteville
Platteville, Wisconsin 53818
Program: One course

Dr. Joseph D. Purdy, Coordinator
Special Education Program
Southwestern Oklahoma State University
Weatherford, Oklahoma 73096
Program: A major in gifted education is offered consisting of 10 courses in psychology and education.

Dr. Wilber D. Simmons, Assoc. Prof.
Department of Special Education
Kent State University
Kent, Ohio 44242
Program: Programs are offered from undergraduate through Ph.D.

Dr. Barbara Clark, Assoc. Prof.
Department of Special Education
California State University in Los Angeles
5151 State University Drive
Los Angeles, Calif. 90032
Program: Programs are offered at both the masters and doctoral levels

School of Education, Graduate Studies Department
California State College, Dominquez Hills
1000 East Victoria Street
Dominquez Hills, Calif. 90747
Program: Both certification and master degree programs

COMMENTS AND CONCLUSIONS

Comments and Conclusion

Definitions

Often the definition is a behavioral definition and is described by the characteristics being measured with the various identification instruments.

Identification Instruments

Among all identification instruments, teacher recommendation (not to be confused with a Behavioral Checklist completed by the teacher) is the most popular identification instrument used in New Jersey and nation-wide programs. Yet teacher recommendation has been shown to have a low accuracy in identifying the gifted. Teacher recommendation is not a reliable identification instrument when used by itself; when used in conjunction with other identification instruments, however, it can prove helpful.

Use of more than one identification instrument increases the reliability of identification of the gifted. Naturally at some point the law of diminishing returns sets in, and time and cost must be considered.

Identification of the gifted should encompass approximately three to five percent of the population. This proportion agrees with that generally cited by authorities on the gifted. (On the standard normal curve, if three percent are considered retarded, three percent are regarded as gifted.)

At grades lower than the third grade, identification of the gifted has low reliability, due simply to the low reliability of testing at those ages.

Educational Programs for the Gifted

Programs Not Located

Due to the extensive scope of this project, no reliable indication exists as to the number of schools or school districts which have programs for the gifted and were not located by this project.

Program Controversies

The opinions of officials from different programs are divided in the area of program arrangement or strategy: acceleration versus enrichment; homogeneous versus heterogeneous grouping versus independent study; part time versus full-time. These controversies can be eliminated by a school system developing a program, by first establishing program objectives, and then choosing the program arrangement that best facilitates attainment of the objective.

Characteristics of Good Programs

Programs judged good by the project *usually* exhibited the following characteristics:

1. Objectives that are clear, well formulated and appropriate.
2. In-service programs to acquaint classroom teachers and teachers of the gifted with characteristics and problems of gifted students, and special appropriate teaching strategies.
3. One or more teachers employed solely for education of the gifted.
4. Program consistency exhibited by agreement among the program's definition of gifted, selection of identification instruments and evaluation. (Example: objective – increase creativity in gifted children; identification instrument – Torrance Test of Creativity.)
5. Proportion of student population identified as gifted should approximate the top three to five percent, the proportion generally agreed upon by authorities on gifted children.
6. The program shows a planned sequential development of the child's gifted ability throughout his education.
7. The programs follow a process approach toward meeting a local need. Those who conduct the program plan have determined identification procedures, program objectives, activities and program evaluation. Future programs are based upon the results of the preceding programs: programs which were effective in meeting an objective are continued, and those which did not meet their objectives are altered, based on their results. The programs visited which appeared most effective were those which tried to follow an annual planning and evaluation process.
8. The programs were not appropriate for the regular but were designed to develop the atypical abilities or meet the needs of the gifted.

New Jersey Programs

The diversity of New Jersey programs for the gifted, with regard to identification instruments, curriculum content, and program arrangements, is comparable to that of the nation.

Identification Instruments

The popularity of identification instruments used by New Jersey programs closely parallels that of instruments used nationwide (see section on Identification Instruments).

True Programs

The majority of programs in New Jersey are not, in fact, programs, but a list of activities and options available to all students, including the gifted, within a school system.

Within New Jersey the project identified 61 programs which possess the minimum characteristics of a program (see section on New Jersey programs). When compared to the total number of programs reported by other states, this number indicates that New Jersey has more programs on the local level than do most reporting states.

Program Arrangements

Those program arrangements utilized most frequently by New Jersey programs parallel those selected most often by programs nationwide.

Program Quality

Those New Jersey programs selected for visits compared favorably with those selected for visits nationwide.

Teacher Training Programs

There is an almost total absence of any formal training program for teachers of the gifted offered by the New Jersey State Colleges. Four of the colleges offer, or have offered, a course on teaching the gifted, i.e., Glassboro, Montclair, Paterson and Trenton State College. The last time the course was offered at Glassboro it was filled to capacity. If there is a real interest on the part of educators in New Jersey to become acquainted with the education and psychology of the gifted, then the state colleges should begin to offer courses in this area on a regular basis.

There are many educators in and around New Jersey with considerable experience and knowledge in educating the gifted. One of the best sources for consultants is to contact existing programs (see programs visited in New Jersey), and obtain help from them. In conducting research for this project it is the project personnel's opinion that often

the people with the best ideas and most useful suggestions are those teachers and administrators involved in programs for the gifted. The names of these persons do not necessarily appear in the list of consultants because they had not expressed an interest in serving in such a capacity; however, it might be worthwhile to contact such individuals.

APPENDIX

Programs

1. Richland Public Schools, Richland — Wa.
2. San Francisco Unified School District — Cal.
3. San Diego City Schools — Cal.
4. Cleveland Public Schools — Ohio
5. Martin County Schools, Stuart Co. — Fla.
6. Bradford County Schools, Starke Co. — Fla.
7. Stamford Public Schools — Ct.
8. Polk County Schools, Bartow — Fla.
9. Hopewell Area School District, Aliquippa — Pa.
10. Susquehanna Intermediate Unit — Pa.
11. Richland County School District, Columbia — S.C.
12. Central Dauphin School District, Harrisburg — Pa.
13. Central Kitsap School District #401, Silverdale — Wa.
14. Governor's School, Raleigh — N.C.
15. Osceola County, Kissimmee — Fla.
16. Brookfield Center, Brookfield — Ct.
17. Southington City Schools, Southington — Ct.
18. Wyoming Valley West, West Kingston — Pa.
19. City of Chicago — Ill.
20. Allegheny Intermediate Unit, Pittsburgh — Pa.
21. Oregon Consolidated Schools, Oregon — Wi.
22. Citrus County — Fla.
23. Garden Grove Unified School District — Cal.
24. Arin Intermediate Unit — Pa.
25. Luzerne Intermediate Unit, Kingston — Pa.
26. Pittsburgh Scholars Program — Pa.
27. Indian River City Schools, Vero Beach — Fla.
28. Allentown School District, Allentown — Pa.
29. Monticello School District — Fla.
30. Talcott Mountain Science Center, Hartford — Ct.
31. Simon's Rock, Great Barrington — Mass.
32. Pine View Schools, Sarasota — Fla.
33. Cheboygan Area School District — Mich.
34. Willow Run Public Schools — Mich.
35. Flint Public Schools — Mich.
37. Livonia Public Schools — Mich.
38. Niles Community Schools — Mich.
39. Marple Newtown School District, Newtown Sq. — Pa.
40. Houston County, Warner Robins — Ga.
41. McComb Municipal Separate School System — Miss.
42. Governor's School of Arts, Lewisburg — Pa.
43. Cupertino School District — Cal.
45. Tulare Union High School, Tulare — Cal.
46. Pasadena Unified School District — Cal.
47. Philadelphia School District — Pa.
50. Bay County Public Schools, Panama City — Fla.
52. Dix Hills Public Schools — N.Y.
53. Stevens Point Public Schools — Wi.
54. Gordon County Schools, Calhoun — Ga.
56. Putnam County Schools, Palatka — Fla.
57. La Orange Schools, LaOrange — Fla.
59. Bleckley County Schools, Cochran — Ga.
60. High School of Music and Art, New York Cty. — N.Y.
61. Pinellas County Schools, Pinellas Park — Fla.
62. Valdosta Public Schools, Valdosta — Ga.
63. Hamden Public Schools, Hamden — Ct.
64. Toledo Public Schools — Ohio
65. McKeesport Area School District — Pa.
66. Norwich Public Schools — Ct.
67. Cheboygan — Mich.
68. Colorado Caravan, University of Colorado, Boulder — Col.
69. Williamsport Area Schools — Pa.
70. Mooresville City Schools — N.C.
71. Yakima Public Schools — Wa.
73. Mounds View Independent School District, St. Paul — Minn.
74. West Central Minnesota Institute for Creative Study, Morris — Minn.
75. Buford City Schools, Buford — Ga.
76. Independent School District #152, Moorhead — Minn.
77. Avon Middle School — Ct.
78. Des Moines Public Schools — Iowa
79. Huntington Public Schools — Pa.
81. Lansing Public Schools — Mich.
82. Lansing Public Schools — Mich.
83. North Mason School District #403 — Mich.
84. Alachua County Schools, Gainesville — Fla.
85. West Chester School District — Pa.
86. Neshaminy Public Schools, Bristol — Pa.
87. Charleston County School District — S.C.
88. Abington Public Schools — Pa.
89. Ottawa Public Schools, Ottawa — Canada
90. Moodus Public Schools — Ct.
91. Atlanta Public Schools — Ga.
92. St. Paul Public Schools — Minn.
93. Twin City Institute for Talented Youth, St. Paul — Minn.
94. Los Angeles Unified School District — Cal.
95. School District 742, St. Cloud — Minn.
96. Mercer Island Public Schools, Mercer Island — Wa.
97. Tri-City Grant, Warwick, E. Providence and Cranston — R.I.
98. Pasco County Schools, New Port Richey — Fla.
99. Anacortes Public Schools — Wa.
104. West Hartford Public Schools — Ct.
106. Great Falls Public Schools — Mont.
107. Anne Arundel County Public Schools — Md.
108. School District of Kershaw Co. — S.C.
109. Vernon Public Schools, Rockville — Ct.
110. Southern Columbia Area Schools, Catawissa — Pa.
111. Sioux Falls Independent School District — S.D.
113. Keystone Central School District, Lock Haven — Pa.
114. North Mason School District, Belfair — Wa.
115. Northwest Tri-County Intermediate Unit, Edinboro — Pa.
116. Cedar Falls Community Schools — Iowa
117. Lincoln Intermediate Unit, Greencastle — Pa.
118. Colonial Northampton Intermediate Unit, Nazareth — Pa.
119. McClellandtown Public Schools — Pa.
120. Brevard County Schools, Cocoa — Fla.
121. Study of Scientifically and Mathematically Precocious Youth, Baltimore — Md.
122. Farmington Public Schools — Ct.
124. Simsbury Public Schools — Ct.
125. Richmond County Public Schools, Augusta — Ga.
126. Watertown Public Schools — Wi.
127. Bridgeport Public Schools, Bridgeport — Ct.
128. Federal Way Public Schools — Wa.
129. East Whittier City School District — Cal.
130. New Haven — Ct.

Key to Objectives of Gifted Programs

Abbreviation	Objective	Abbreviation	Objective
LEAD	– leadership	PROB DEC	– problem solving/decision making skills
CREAT	– creativity		
ACAD ACH	– academic achievement	CRIT THINK	– critical thinking/evaluation
CAR AS	– career assessment	INDEP	– independence
SOC ADJ	– social adjustment	GRP WORK	– group work
USE COM RES	– use of community resources	VALUE JUDG	– value judgements
SELF CONC	– self concept	ASSESS SELF	– self-assessment
COMMUN SKILLS	– communications skills	FOCUS INT	– focus interest
ATT TWD SCHOOL	– attitude toward school	SPEC CONTENT	– knowledge in special content area(s)
OPEN MIND	– open mindedness		
INQ THINK	– inquiry thinking	STUDY SKILLS	– study/research skills

THE GIFTED AND TALENTED

School _____ Phone _____ Date _____

Address _____

Person filling out form _____

Person to contact for more information on program _____

1. Do you make specific program arrangements for the gifted students in your school? Yes_____ No_____

If yes, please check the characteristics which best describe your program for the gifted.

1. _____ Independent study
2. _____ Homogeneous grouping
3. _____ Advanced placement
4. _____ Speed reading
5. _____ Interest clubs
6. _____ Honors courses
7. _____ Programmed instruction
8. _____ Creative writing classes
9. _____ School plays
10. _____ School bands, choruses
11. _____ Honor roll listings
12. _____ Athletic teams
13. _____ Instrumental music
14. _____ Team teaching
15. _____ Supplementary learning centers
16. _____ Use of tutorials
17. _____ Use of specialized personnel
18. _____ Pre-school education
19. _____ Creativity-stimulating curriculum innovations
20. _____ Simulation of real-world experiences
21. _____ Acceleration
22. _____ Enrichment
23. _____ Lecture/demonstrations
24. _____ Early entrance
25. _____ College classes
26. _____ Individual or small group counseling
27. _____ Field trips
28. _____ Summer or weekend travel
29. _____ Summer school enrichment classes
30. _____ Ungraded
31. _____ Other (please specify)

32. Grade level(s) of program _____
33. Number of students involved _____
34. Number of personnel employed as teachers of the gifted only _____
35. Do you identify gifted children? Yes____ No____
36. If yes, check all of the identification methods used.

Formal Tests	Recommendations
I.Q. ____	Teacher ____
Achievement ____	Peer ____
Creativity ____	Parent ____
Other ____	Other ____

Achievement
Academic ____
Athletic ____
Leadership ____
Arts (fine & performing) ____
Other ____

37. Please place a check in the appropriate column on the right pertaining to the amount of time with which each "gifted" child works in his/her program.
    1. program length is 5 full days a week ____
    2. program is part time ____
       how many hours per week ____
    3. program meets after regular school day is over ____
    4. program meets on week-ends only ____
    5. program meets during the summer only ____
    6. other (please specify) ____
38. Do you have a procedure for determining the success of your program?
    Yes _____ No _____
    If yes, please specify.

Please return survey to:
Theodore J. Gourley, Co-ordinator
Gifted Child Program
Educational Improvement Center
P.O. Box 426
Pitman, N.J. 08071

Objectives of Gifted Programs

Program No.	Foster Lead.	Creat.	Acad. Ach.	Car. As	Soc. Adj.	Use Com Res.	Self Conc.	Commun. Skills	Att. Twd. School	Open Mind	Inq. Think	Prob. Dec.	Crit. Think	Indep.	Grp. Work	Valv. Judg.	Assess Self	Focus Int.	Spec. Content	Study Skills
1							X													
2							X				X					X				
3	X	X	X	X	X	X														
4			X		X							X						X		
5	NOT GIVEN / NOT CLEAR																			
6	NOT GIVEN / NOT CLEAR																			
7		X		X			X	X	X	X	X									
8							X													X
9														X						X
10													X							
11															X			X		X
12		X									X		X			X				X
13									X											
14													X							
15	NOT GIVEN / NOT CLEAR																			
16											X		X							
17		X											X					X		
18		X												X						
19	NOT GIVEN / NOT CLEAR																			
20					X															
21							X		X											
22	X	X		X			X							X						X
23				X					X			X	X							
24								X					X							
25	NOT GIVEN / NOT CLEAR																			
26																				
27	NOT GIVEN / NOT CLEAR																			
28	NOT GIVEN / NOT CLEAR																			
29	X	X					X							X						X
30	NOT GIVEN / NOT CLEAR																			
31																		X		
32				X										X		X		X		X
33	NOT GIVEN / NOT CLEAR																			
34								X	X	X									X	
35	NOT GIVEN / NOT CLEAR																			
37	NOT GIVEN / NOT CLEAR																			
38	NOT GIVEN / NOT CLEAR																			
39		X																		
40	X	X			X						X			X						
41		X									X			X						
42		X																		
43	X	X	X	X	X		X				X	X	X							
45	NOT GIVEN / NOT CLEAR																			
46											X	X	X					X		
47	X	X						X									X			X
50	NOT GIVEN / NOT CLEAR																			
52	NOT GIVEN / NOT CLEAR																			
53			X				X													

Program No.	Foster Lead	Creat.	Acad Ach.	Car. As.	Soc. Adj.	Use Com Res.	Self Conc.	Common Skills	Art. Twd School	Open Mind	Ing. Think	Prob Dec.	Crit. Think	Indep.	Grp. Work	Valv Judg.	Assess Self	Focus Int.	Spec Content	Study Skills
54		X						X						X			X	X		X
56													X							
57	NOT GIVEN / NOT CLEAR																			
59	NOT GIVEN / NOT CLEAR																			
60																		X	X	
61	X	X				X	X	X		X	X	X	X	X	X	X	X			
62		X	X																	
63		X					X						X				X	X		X
64	X	X																		
65			X		X														X	
66	NOT GIVEN / NOT CLEAR																			
67			X			X		X			X									
68	NOT GIVEN / NOT CLEAR																			
69	NOT GIVEN / NOT CLEAR																			
70	NOT GIVEN / NOT CLEAR																			
71		X																	X	
73														X	X					X
74		X						X			X									
75	NOT GIVEN / NOT CLEAR																			
76		X																X		
77								X					X	X				X	X	
78	NOT GIVEN / NOT CLEAR																			
79		X		X							X						X			
81	NOT GIVEN / NOT CLEAR																			
82	NOT GIVEN / NOT CLEAR																			
83	NOT GIVEN / NOT CLEAR																			
84		X						X				X								
85	NOT GIVEN / NOT CLEAR																			
86	NOT GIVEN / NOT CLEAR																			
87														X				X		
88	NOT GIVEN / NOT CLEAR																			
89	NOT GIVEN / NOT CLEAR																			
90	NOT GIVEN / NOT CLEAR																			
91	NOT GIVEN / NOT CLEAR																			
92	NOT GIVEN / NOT CLEAR																			
93	NOT GIVEN / NOT CLEAR																			
94							X				X		X							X
95	NOT GIVEN / NOT CLEAR																			
96			X										X						X	
97			X									X								
98														X				X		
99		X		X							X							X		
104																				
106		X										X	X			X	X			
107											X	X								
108				X																
109										X			X	X	X	X	X	X		X
110	NOT GIVEN / NOT CLEAR																			
111																		X		
113													X	X				X		X

Program No.	Foster Lead.	Creat.	Acad. Ach.	Car. As.	Soc. Adj.	Use Com. Res.	Self Conc.	Commun. Skills	Att. Twd. School	Open Mind	Inq. Think	Prob. Dec.	Crit. Think	Indep.	Grp. Work	Valv. Judg.	Assess Self	Focus Int.	Spec. Content	Study Skills
114	NOT CLEAR / NOT GIVEN																			
115	X	X						X			X			X		X				
116			X				X							X	X			X		
117	X	X						X					X			X				
118		X			X															
119		X	X									X	X	X						
120	NOT CLEAR / NOT GIVEN																			
121			X																	
122		X					X			X						X	X			
124							X						X		X					
125	NOT CLEAR / NOT GIVEN																			
126							X		X											
127		X		X								X							X	
128							X						X							
129		X																		
130																				

Program No.	Lorge-Thorndike	Stanford-Binet	WISC	Otis-Lennon	SIT	USIQ	Iowa TBS	SFTAA	Metro. Read.	DAT	US Ach. T	Parent Rec/Con.	Teacher Rec.	Prin.	Guid.	Screen Com.	Teacher Check L.	Torrance	Renz-Hart-	Acad. Ach.
1																				
2						X					X						X			X
3	X 131	X 132	X 131	X 132																
4													X							X
5												X	X						X	
6		X	X	X	X				X											X
7	X												X					X		X
8		Not Specified																		
9						X						X								
10														X						
11					X											X		X		
12						X 125														
13																		X		X
14						120+					X		X	X						X
15		X	X									X	X	X	X			X	X	
16							X			X 90%	X		X		X		X			X 3.5
17	X 130						X			X							X			
18		X 130	X 130		X				X 99%			X	X							
19						X					X						X			
20						X						X					X			
21		Not Specified																		
22			X 130																	X
23	X 131	X 132	X 131	X 132																
24		Not Specified																		
25				X		X						X					X			
26											X		X		X					X
27		X 132	X		X							X	X	X			X			
28						X 130					+ 2 gr. lev's	X								
29		X	X			X +250					+ 2 gr. lev's									
30						X							X	X						X
31												X	X							X

Program No.	Lorge-Thorndike	Stanford-Binet	WISC	Otis-Lennon	SIT	USIG	Iowa TBS	SFTAA	Metro. Read.	DAT	US Ach. T	Parent Rec/Con.	Teacher Rec.	Prin.	Guid.	Screen Com.	Teacher Check L.	Torrance	Renz-Hart-	Acad. Ach.
32		X	X	X	X							X	X	X				X	X	
33		Not Specified																		
34						X					X	X	X							
35		Not Specified																		
37						X							X					X		
38						X						X	X		X	X				X 3.0-3.5
39				X		X			X											
40						X							X							
41			X			X					X		X					X		
42																				
43		X 130+	X		X								X				X			
45	X 131	X 132	X 131	X 132																
46		Not Specified																		
47			X								X 94%		X	X	X					
48		Not Specified																		
50						X 130					X		X							
52														X						X 105
53			X										X							X
54						X					X			X	X					
56		Not Specified																		
57						X 125					+ 2 gr. lev.		X							
59						X 120+								X						X
60															X					
61		X 120+		X 120+	X 135+							X	X	X	X				X	
62					X 120															
63																				X
64													X							X
65						X 130														
66			X										X							
67							X						X					X		
68																				
69	Not Specified																			
70																				

Program No.	Lorge-Thorndike	Stanford-Binet	WISC	Otis-Lennon	SIT	USIQ	Iowa TBS	SFTAA	Metro. Read.	DAT	US Ach. T	Parent Rec./Con.	Teacher Rec.	Prin.	Guid.	Screen Com.	Teacher Check L.	Torrance	Renz-Hart	Acad. Ach.
71																				
72																				
73						X 130							X							read + 2 X gr. lev.
74													X		X					X
75		Not Specified																		
76		Not Specified																		
77													X	X	X					
78						X 130														
79		X 130	X 130									X	X	X	X					X
81																				
82																				
83																				
84				X 120	X	X 130					X	X	X	X	X		X			
85						X 130														
86						X 130						X	X							
87		Not Specified																		
88													X							
89		Not Specified																		
51						X							X	X						X
92																				
93						X				X										
94	X 131	X 132	X 131	X 132																
95													X					X	X	X 3%
96		X 140	X 138					X					X							
97						X 120					+ 2 gr. lev.	X	X	X	X	X				X
98	X 98%									X 95%		X	X							
99	X 98%									X 95%		X	X							
100																				
101																				
102																				
103																				
104			CTB.			X		X				X	X							X
106	X						X					X	X			X				

Program No.	Lorge-Thorndike	Stanford-Binet	WISC	Otis-Lennon	SIT	USIQ	Iowa TBS	SFTAA	Metro. Read.	DAT	US Ach. T	Parent Rec./Con.	Teacher Rec.	Prim.	Guid.	Screen Com.	Teacher Check L.	Torrance	Renz-Hart	Acad. Ach.
107	X	X 140			X 140		X 95%													
108						X							X		X					* gr. X lev. B
109																	X			X
110																				
111						X														X
112																				
113		Not Specified																		
114		Not Specified																		
115														X	X					* 2 X gr. lev.
116						X 130					X 90%		X		X					
117						X 130						X	X							X
118		X	X										X							
119						X								X			X			
120						X 130						X				X	X			
121																				
122		Not Specified																		
124													X			X				X
125						X 3-5%					X 3-5%						X			X
126						X					X									X
127																X	X	X		
128			X										X		X			X		
129		X	X										X						X	
130															X					
T	10	17	21	10	10	38	5	2	3	5	17	23	48	18	18	7	14	11	6	32

Program Content Areas, By Grade

Content Areas

Grades	Lang. Arts	Math	Soc. Studies	Sciences	Fine, Perf. Arts, Crafts	Foreign Lang.	Mini Courses	Creativity	Selected Topics (ind. study)	All Cur. Areas	Logic	Res. Skls.
K	50,84,78,82,98	50,84,78,82,113	84,78,113,98	50,82,98	59,68,98	84,98	95		1,3,91,20,39,29	5,116,64,67,19		
1	50,84,41,76,78, 82,24,43,98,119	50,84,78,82,113, 115,43	62,84,76,78,113, 24,40,98,119	50,82,115,43, 98,119	50,41,68,10,24, 40,98,119,56	47,84,43,98	41		1,3,12,37,41,46, 75,91,118,120, 20,39,61,29,8	5,14,47,33,59, 116,118,18,64, 67,106,19,23		56,73
2	50,54,84,41,76, 78,82,113,24,43, 10,98,119	50,84,78,82, 113,115,43	62,84,76,78,113, 24,40,10,98,119	50,82,113,115, 43,98,119	50,41,68,10,24, 40,98,119,56	47,84,43,98	54,95,41		1,3,12,37,41,46, 75,91,118,120, 20,39,61,29,8	5,6,14,47,33,59, 116,118,18,64, 67,106,19,2,23		56,73
3	15,50,54,66,84, 90,41,76,78,82, 113,24,79,43, 10,98,119	50,66,84,78,82, 113,115,79,43	62,84,76,78,113, 24,40,79,10,98, 119	15,50,90,82, 113,115,79,43, 98,119	15,50,90,41,68, 10,24,40,98, 119,56	47,84,79,93,43, 98	54,95,41	15	1,3,12,37,27,41, 46,75,91,118, 120,20,22,39, 109,61,29,8	5,6,14,47,33, 59,116,118,18, 64,67,106,19, 2,23	107	56,109,22,73
4	15,50,54,66,84, 90,28,41,76,78, 82,113,24,79, 43,97,7,10,98, 119	50,66,84,28,78, 82,113,115,11, 79,96,43,97,7	16,62,84,28,76, 78,113,24,40, 79,96,97,10,98, 117,119	15,50,90,28,82, 113,115,30,65, 79,96,43,97,7, 98,119	15,16,50,71,90, 41,68,10,24,40, 96,88,97,7,98, 119,56	16,47,84,28,79, 93,43,98	54,95,41	15,124	1,3,12,37,27,34, 41,46,75,91, 118,120,11,20, 22,39,65,109, 61,77,92,29,87, 8	5,6,14,47,33,59, 116,118,18,129, 21,64,67,106, 19,2,32,23	107,129	56,109,22,35
5	15,50,54,66,84, 90,28,41,76,78, 82,113,24,79, 43,97,7,10,98, 119	50,66,84,28,78, 82,113,115,11, 79,96,43,97,7	16,62,84,28,76, 78,113,24,40, 79,96,97,10,98, 117,119	15,50,90,28,82, 113,115,30,65, 79,96,43,97,7, 98,119	15,16,50,71,90, 41,68,70,10,24, 40,96,88,97,7, 98,119,56	16,47,84,28,79, 93,43,98	54,95,41	15,124	1,3,12,37,128, 27,34,41,46,75, 91,110,118,120, 11,20,22,39,65, 109,61,77,86, 92,29,87,8	5,6,14,47,33,59, 89,116,115,18, 21,64,67,106, 19,2,32,23	107,129	56,109,22,35, 73
6	15,50,54,84,90, 28,41,76,78,82, 113,24,79,43, 97,7,98	50,84,127,28, 78,82,113,115, 11,79,96,43,7	16,62,84,28,76, 78,113,24,40, 79,96,97,98,119	15,50,90,127, 28,82,113,115, 30,65,79,96,43, 97,7,98	15,16,50,71,90, 127,41,68,70, 10,24,40,96,88, 97,7,98,56	16,47,84,28,79, 93,43,98	54,95,41	15,124	1,3,12,37,128, 27,34,41,46,75, 91,110,118,120, 11,20,22,39,65, 109,61,77,86, 92,29,87,8	6,14,47,33,59, 89,116,118,18, 21,64,106,19, 2,32,23	107,129	56,109,22,35, 73

Grades	Lang. Arts	Math	Soc. Studies	Sciences	Fine, Perf. Arts, Crafts	Foreign Lang.	Mini Courses	Creativity	Selected Topics (ind. study)	All Cur. Areas	Logic	Res. Skls.
7	15,50,54,28,41, 74,78,82,24,79, 43,98	50,127,28,78, 11,79,93,43,121	62,28,78,24,40, 79,98,117	15,50,127,28, 30,79,93,43, 121,98	15,50,71,127, 41,68,74,24,40, 93,98,56	47,28,79,93,34, 98	54,95,41	15	3,12,13,37,53, 34,41,46,75,91, 110,11,22,39, 106,109,61,86, 29,87,8	4,6,14,47,59, 89,116,18,64, 19,32,23		56,109,22
8	15,50,54,26,28, 41,74,78,24,79, 43	50,127,26,28, 78,11,79,93,43, 121	62,26,28,78,24, 40,79	15,50,127,26, 28,83,114,30, 79,93,43,121	15,50,71,127, 41,68,74,24,40, 93,56	47,26,28,79,93, 43	54,95,41	15,99	3,12,13,17,37, 53,34,41,46,75, 91,110,125,11, 22,39,106,109, 6,86,29,87,8	4,14,47,59,89, 116,18,64,19, 32,23		56,109,22
9	50,54,26,74,78, 24,79,43,85	50,26,34,78,11, 79,93,43,85	26,78,24,40,79, 85	50,26,83,114, 30,79,93,43	50,42,60,68,74, 24,40,93,81,56	47,26,79,93,43	37,54,95		3,12,17,45,53, 57,34,38,46,75, 91,111,125,126, 11,39,106,61, 86,29,87,104,8	4,14,47,116,18, 64,81,19,32,23		56
10	50,54,26,74,78, 24,79,43	50,26,34,78,11, 79,93,43,85	26,78,24,40,79, 85,117	50,26,30,79,93, 43	50,42,60,68,74, 24,40,93,81,56	47,26,79,93,43	37,54,95		3,12,45,53,57, 31,34,38,46,75, 91,111,125,126, 12,39,106,61, 63,86,29,108, 104,8	4,14,47,18,64, 81,19,32,23		56
11	50,54,26,74,78, 24,79,43,85,10	50,26,34,78,11, 79,93,43,85	26,78,24,40,79, 85,10,117	50,26,30,79,93, 43	50,42,60,68,74, 24,40,93,81,56	47,26,79,93,43	37,54,95		3,9,12,45,52,53, 57,31,34,38,46, 75,91,111,125, 126,12,39,106, 61,63,86,108, 104,8	4,14,47,18,64, 81,19,32,23		56
12	50,54,26,74,78, 24,79,43,85,10	50,26,34,78,11, 79,43,85	26,78,24,40,79, 85,10,117	50,26,30,79,43	50,42,60,68,24, 40,81,56	47,26,79,43	37,54,95		3,9,12,45,52,53, 57,31,34,38,46, 75,91,111,125, 126,12,39,106, 61,63,86,108, 104,8	4,14,47,18,64, 25,81,19,32,23		56

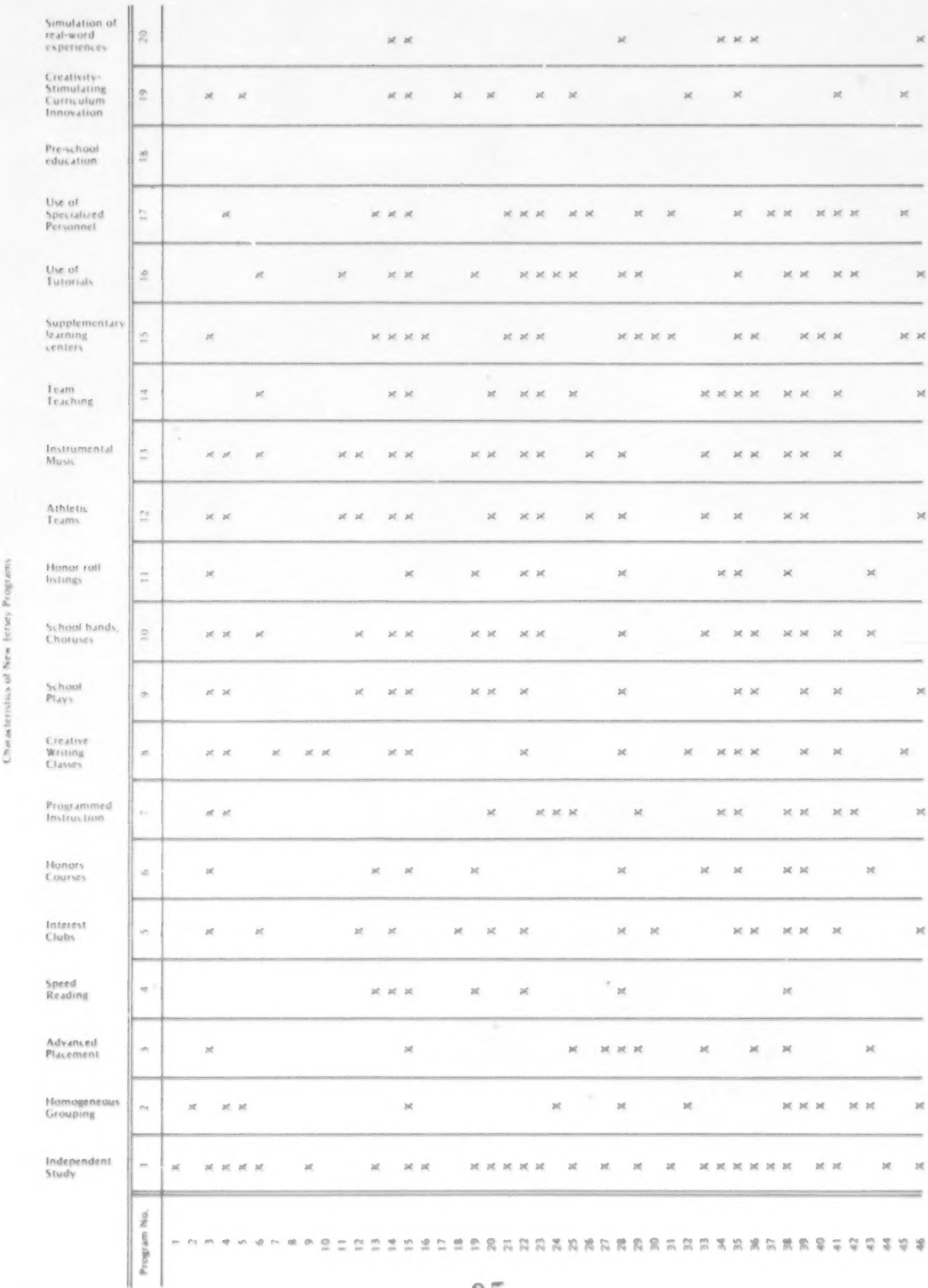
Programs Using Specified Arrangements, By Grade

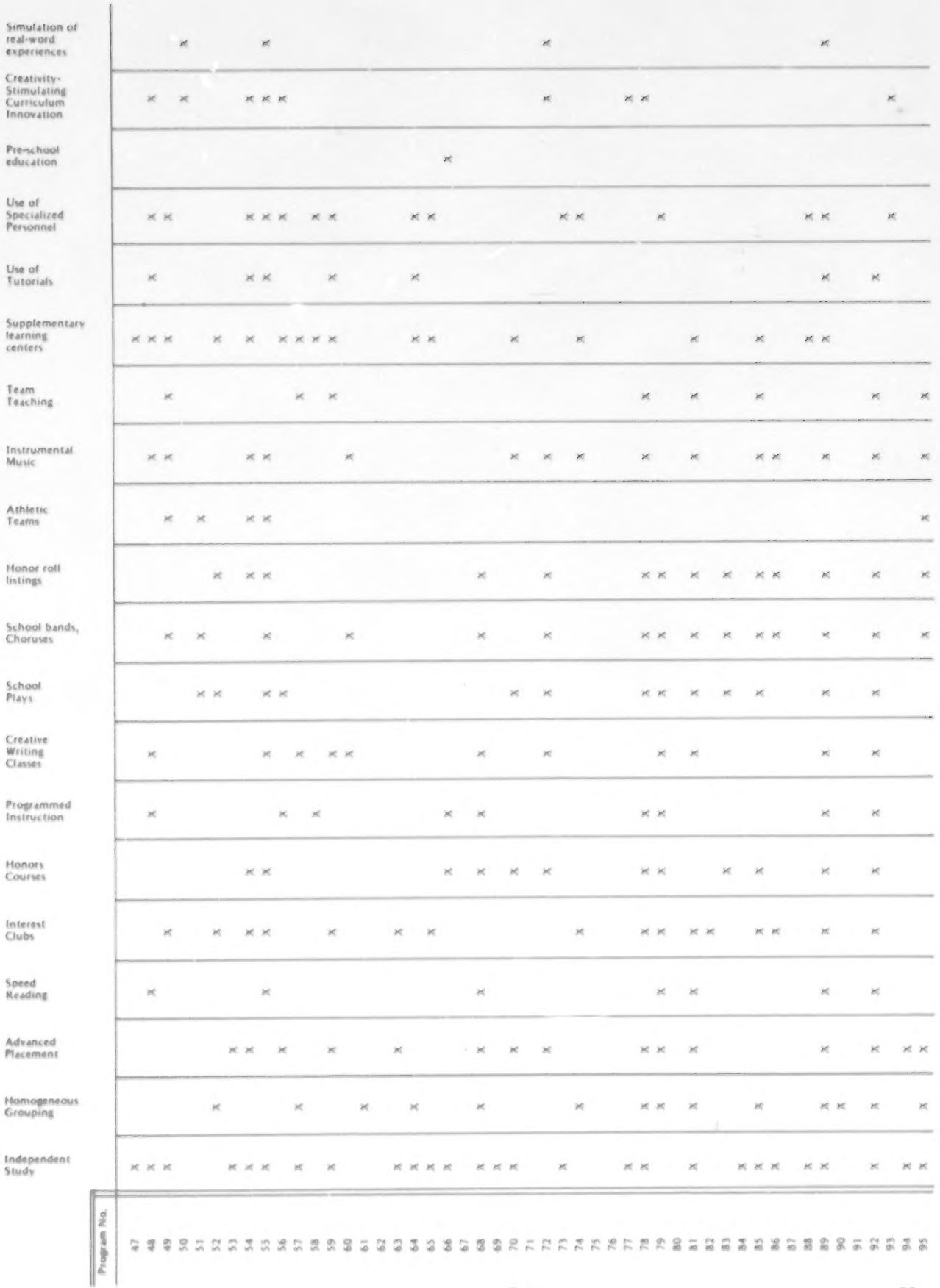
Arrangement	Independent Study	Homogeneous Grouping	Advanced Placement	Supplemental Learning Center	Tutors	Acceleration	Enrichment	Early Ent.	College Classes	Ind. Sm. Grp. Couns.	Field Trips	Summer	Projects Grp./Ind.	Honors Courses	Weekend	Int. Club	Ungr.
K	1,3,20,64,91	3,64,67,82,95	3,5,43,64	1,3,40,50,84,91	5	3,40,64	29,50,68,98,116	3,5	5	122		3	39	5			
1	1,3,12,20,33,37,40,46,47,61,64,75,91,106,118	3,37,43,46,64,67,76,82,95,119,76	3,5,43,46,64	1,3,37,40,41,43,50,59,61,62,73,75,76,84,91	5,46,47,120,78	3,40,47,61,64	10,14,18,24,29,37,43,46,47,50,61,68,76,98,106,115,116,118,56	3,5	5,46	122		3,10,115	39	5			
2	1,3,12,20,33,37,40,46,47,54,61,64,75,91,106,118	3,37,43,46,64,67,76,82,95,113,119,54,76	3,5,43,46,64	1,3,37,40,41,43,50,59,61,62,73,75,76,84,91	5,46,47,120,78	3,40,47,61,64,118	2,6,10,14,18,24,29,37,43,46,47,50,54,61,68,76,98,106,113,115,116,118,56	3,5	5,46	122	54	3,10,115	39	5			
3	1,3,12,20,27,33,37,40,46,47,54,61,64,75,79,91,106,109,118	3,15,37,43,46,64,67,76,79,82,90,95,107,113,119,56,76	3,5,43,46,64	1,3,22,37,40,41,43,50,59,61,62,66,73,75,76,84,91	5,46,47,120,78	3,40,47,61,64	2,6,10,14,18,24,27,29,37,43,46,47,50,54,61,68,76,79,98,106,113,115,116,118,56	3,5	5,46	122	54	3,10,90,115		5			
4	1,3,12,20,27,33,34,37,40,46,47,54,61,64,65,71,75,77,79,88,91,96,106,109,117,118	3,5,16,35,37,43,46,64,67,76,79,82,90,92,95,96,107,113,117,119,124,54,71,76,129,32	3,5,43,46,64	1,3,7,11,22,37,40,41,43,50,59,61,62,66,71,73,75,76,84,91,97	5,46,47,77,120,78	3,40,47,61,64	2,6,10,14,18,24,27,28,29,37,43,46,47,50,54,61,68,71,76,79,98,106,113,115,116,118,56	3,5	5,46	122	54,124	3,10,87,90,115	39,92	5			21
5	1,3,12,20,27,33,34,37,40,46,47,54,61,64,65,71,75,77,79,86,88,91,96,106,109,117,118,125,128	3,15,16,35,37,43,46,64,67,76,79,82,89,90,92,95,96,107,113,117,119,124,54,71,76,129,32	3,5,43,46,64	1,3,7,11,22,37,40,41,43,50,59,61,62,66,70,71,73,75,76,84,91,97	5,46,47,77,120,78	3,40,47,61,64	2,6,10,14,18,24,27,28,29,37,43,46,47,50,54,61,68,71,76,79,98,106,110,113,115,116,118,56	3,5	5,46	122	54,124,128	3,10,87,90,115	39,92	5			21

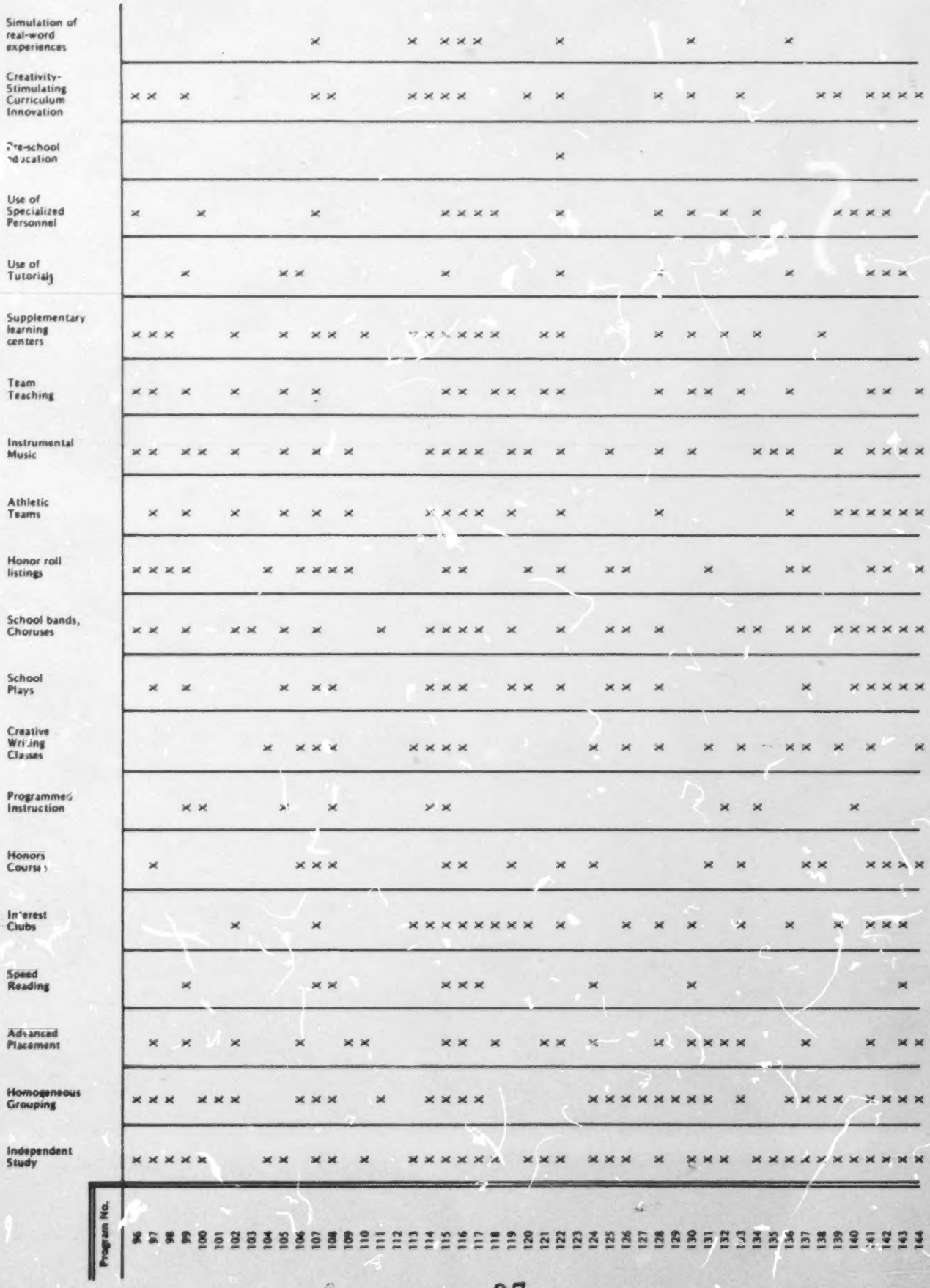
Arrangement	Independent Study	Homogeneous Grouping	Advanced Placement	Supplemental Learning Center	Tutors	Acceleration	Enrichment	Early Ent.	College Classes	Ind. Sm. Grp. Couns.	Field Trips	Summer	Projects Grp./Ind.	Honors Courses	Weekend	Int. Club	Ungr.
6	1,3,12,20,27,33,34,37,40,46,47,54,61,64,65,71,75,77,79,86,88,91,96,106,109,117,118,125,128	3,15,16,35,37,43,46,64,76,79,82,89,90,92,95,96,107,113,117,124,127,54,71,76,129,32	3,43,46,64	1,3,7,11,22,37,40,41,43,50,59,61,62,70,71,73,75,84,91,97	46,47,77,120,78	3,40,47,61,64	2,10,14,18,24,27,28,29,37,43,46,47,50,54,61,68,71,76,79,98,106,110,113,115,116,118,56	3	46	122	54,124,128	3,10,87,90,115	39,92				21
7	3,12,34,40,46,47,53,54,61,64,71,75,79,86,91,109,125	3,15,37,43,46,53,64,79,89,95,127,54,71,32	3,4,43,46,64	3,4,11,13,22,40,41,43,50,59,61,62,71,75,91	13,46,47,78	3,40,47,53,61,64,121	4,13,14,18,24,28,29,37,43,46,47,50,53,54,61,68,71,79,98,56	3,121	46	122	54	3,74,87,93	39	4,53				
8	3,12,34,40,46,47,53,54,61,64,71,75,79,86,91,109,125	3,15,17,26,37,43,46,53,79,89,95,127,54,71,32	3,4,43,46,64	3,4,11,13,22,40,43,50,59,61,62,71,75,91	13,46,47,78	3,40,47,53,61,64,121	4,13,14,18,24,28,29,37,43,46,47,50,53,54,61,68,71,79,56	3,121	46	122	17,54	3,74,87,93	39,99	4,53	83,114			
9	3,12,34,40,42,46,47,53,54,37,61,64,75,79,86,91,125	3,17,26,43,45,46,53,60,64,79,81,95,37,54,32	3,4,43,46,64	3,4,11,40,43,50,61,75,91	46,47,78	3,38,40,47,53,61,64,126	4,14,18,24,28,29,38,43,45,46,47,50,53,54,61,68,79,85,111,126,56	3,37	45,46,79,91	122	17,54	3,74,87,93	39,104	4,53	83,114			
10	3,12,34,40,42,46,47,53,54,57,61,63,64,75,79,86,91,117,125	3,43,45,46,53,60,64,79,81,95,117,37,54	3,4,26,43,46,64	3,4,11,40,43,50,61,75,91	46,47,78	3,38,40,47,53,61,64,126	4,14,18,24,28,38,43,45,50,53,54,61,68,79,85,111,126	3,31,37	45,46,79,91	122	54	3,74,93	39,104	4,53				
11	3,9,12,34,40,42,46,47,52,53,54,57,61,63,64,75,79,96,91,108,117,125	3,43,45,46,52,53,60,64,79,81,95,108,117,37,54	3,4,26,43,46,64	3,4,11,40,43,50,61,75,91	46,47,78	3,38,40,47,53,61,64,126	4,10,14,18,24,28,38,43,45,50,53,54,61,68,79,85,111,126	3,31,37	45,46,79,91	122	54	3,10,74,93	39,104	4,53				

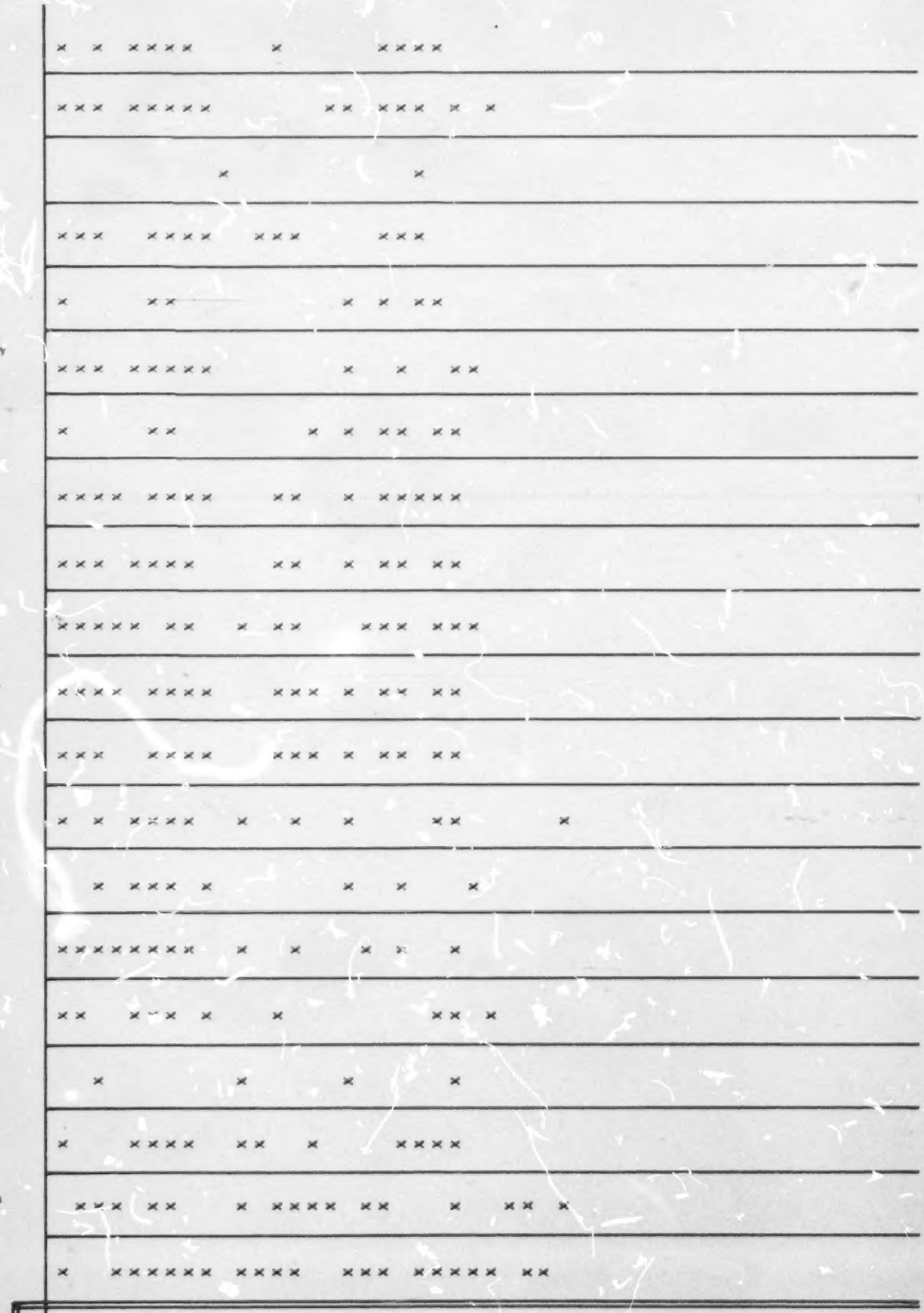
Arrangement	Independent Study	Homogeneous Grouping	Advanced Placement	Supplemental Learning Center	Tutors	Acceleration	Enrichment	Early Ent.	College Classes	Ind. Sm. Grp. Courses	Field Trips	Summer	Projects Grp./Ind.	Honors Courses	Weekend	Int. Club	Ungr.
12	3,9,12,34, 40,42,46,47, 52,53,54,57, 61,63,64,75, 79,86,91, 108,117,125	3,43,45,46, 52,53,60, 64,79,81, 95,108,117, 37,54	34,26,43, 46,64	3,4,11,40, 43,50,61,75, 91	46,47,78	3,38,40,47, 53,61,64, 126	4,10,14,18, 24,28,38,41, 45,50,53,54, 61,68,79,85, 111,126	3,31,37	25,45,46, 79,91	122	54	3,10	39,104	4,53			

Characteristics of New Jersey Programs




Simulation of real-word experiences
Creativity-Stimulating Curriculum Innovation
Pre-school education
Use of Specialized Personnel
Use of Tutorials
Supplementary learning centers
Team Teaching
Instrumental Music
Athletic Teams
Honor roll listings
School bands, Choruses
School Plays
Creative Writing Classes
Programmed Instruction
Honors Courses
Interest Clubs
Speed Reading
Advanced Placement
Homogeneous Grouping
Independent Study
Program No.
47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95


Simulation of real-word experiences
Creativity-Stimulating Curriculum Innovation
Pre-school education
Use of Specialized Personnel
Use of Tutorials
Supplementary learning centers
Team Teaching
Instrumental Music
Athletic Teams
Honor roll listings
School bands, Choruses
School Plays
Creative Writing Classes
Programmed Instruction
Honors Courses
Interest Clubs
Speed Reading
Advanced Placement
Homogeneous Grouping
Independent Study
Program No.
96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144

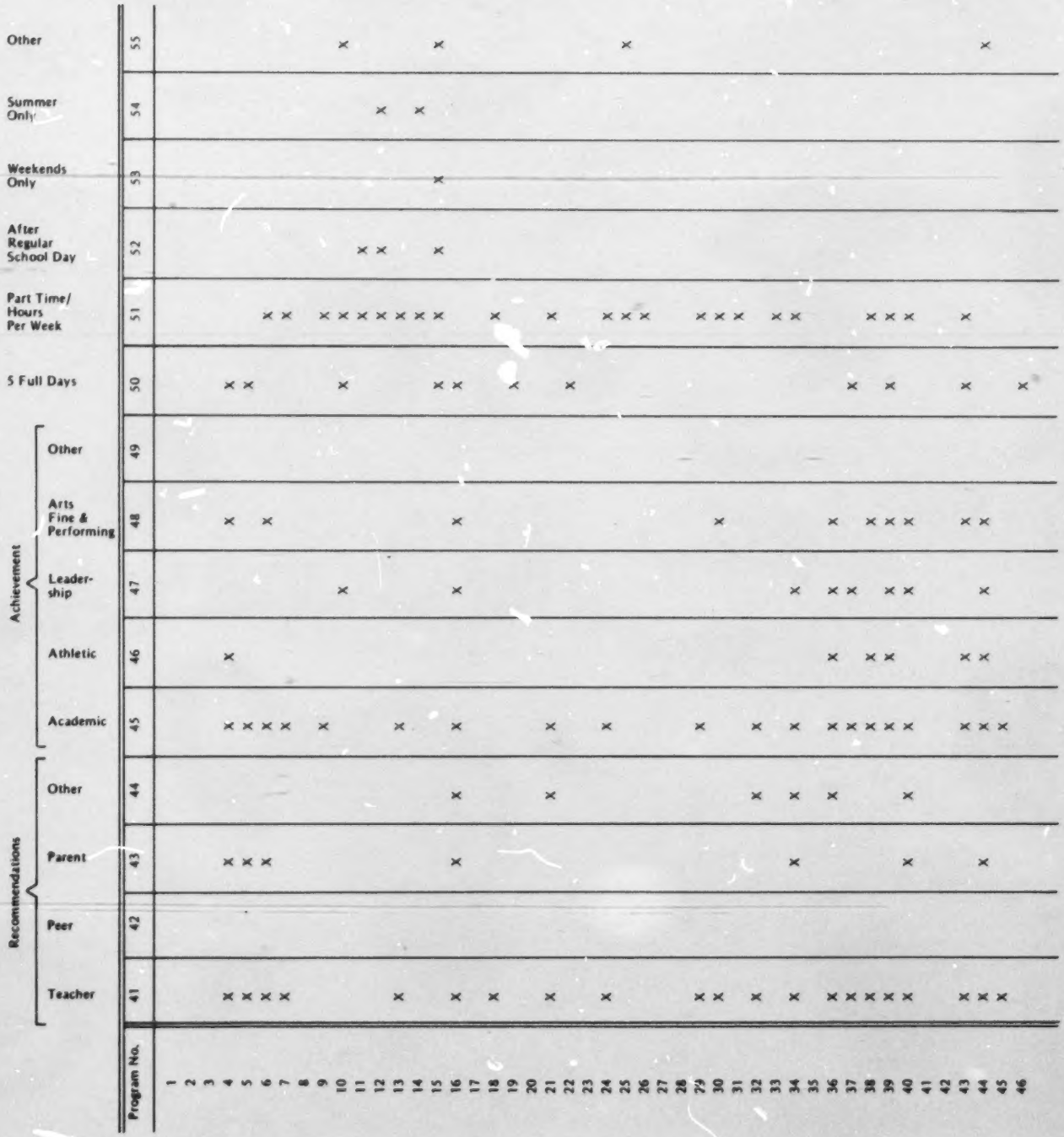

Simulation of real-word experiences
Creativity-Stimulating Curriculum Innovation
Pre-school education
Use of Specialized Personnel
Use of Tutorials
Supplementary learning centers
Team Teaching
Instrumental Music
Athletic Teams
Honor roll listings
School bands, Choruses
School Plays
Creative Writing Classes
Programmed Instruction
Honors Courses
Interest Clubs
Speed Reading
Advanced Placement
Homogeneous Grouping
Independent Study
Program No.
145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173

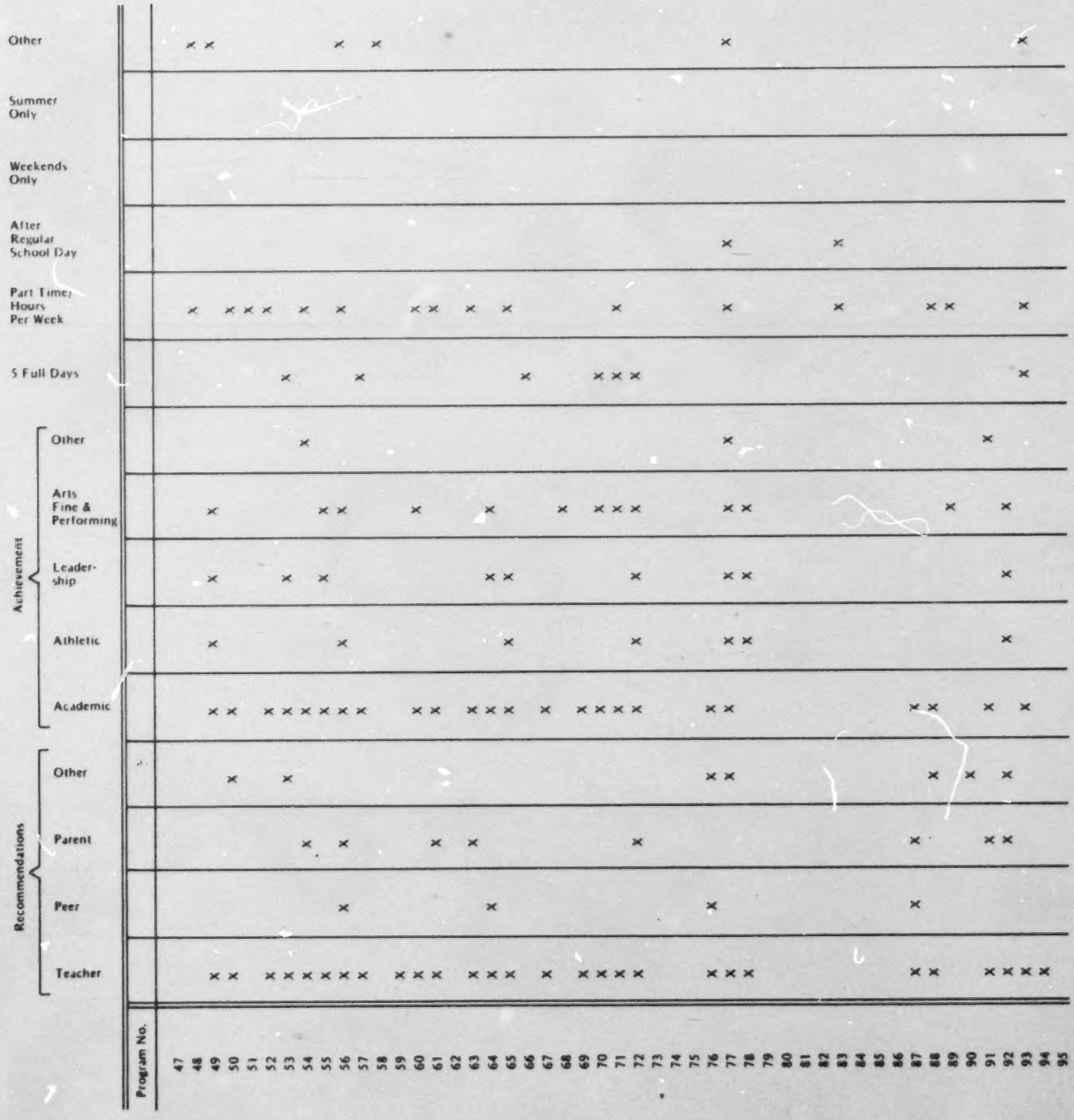
Program No.	Acceleration	Enrichment	Lecture/ Demonstrations	Early Entrance	College Classes	Individual or small group counseling	Field Trips	Summer or Weekend Travel	Summer school enrichment classes	Ungraded	Other	Grade Level(s)	Number of students involved	#Personnel Employed as teachers of gifted only	Do you Identify Yes	Do you Identify No	Formal Tests: I.Q.	Formal Tests: Achievement	Formal Tests: Creativity	Formal Tests: Other
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1		X																		
2									X											
3		X		X	X	X	X					1-8	50	0		X	X	X		
4		X	X							X		2-5	50	2	X		X	X		
5		X					X					K-6	10	0	X		X	X		
6												4,5,6	20	0	X		X	X		
7						X														
8																				
9						X	X					4,5,6	35	1		X	X	X	X	
10												6,7,8	45	0	X		X	X		
11										X		4-8	20	0		X				
12							X		X			K-8		0						
13		X	X			X	X		X			3,4,5		1	X		X	X		
14		X	X				X		X			K-12		0	X					
15	X	X			X		X		X			1-12		0	X					
16	X	X	X							X		2-3	26	1	X		X	X	X	X
17																				
18												3	100	0	X		X		X	
19					X			X				10,11,12	30			X				
20						X														
21		X										6-8	10	0	X		X			
22		X	X		X	X	X		X	X									X	
23		X	X				X					1-6	25	0	X		X	X		
24																				
25					X	X					X	K-8	200	0		X				
26																				
27									X			4-6	35	0	X		X	X		
28								X				9-12		0						
29		X	X		X	X	X	X		X		K-12	12	0	X		X	X		
30												4-8	15	0	X					
31											X	8	20	0	X					
32		X	X						X	X		4,5,6	220	0	X		X	X		
33		X	X				X		X		X	4-12	220	12		X				
34	X				X	X	X		X			9-12	140	0	X		X	X		
35		X	X			X	X	X	X	X	X	9-12	5	0	X					
36	X	X	X			X	X	X		X	X	K-8		0	X					
37	X	X				X	X					K-8		0	X					
38		X				X	X					K-8		0	X					
39		X				X	X		X			9-12	6	0	X		X	X	X	
40		X				X	X					6		1	X		X	X		
41		X							X											
42		X																		
43		X							X											
44																				
45		X	X								X	K-8	20	0	X		X	X	X	X
46						X	X	X		X		1-6	29	1	X		X	X		
												K-12	300	0	X		X	X		

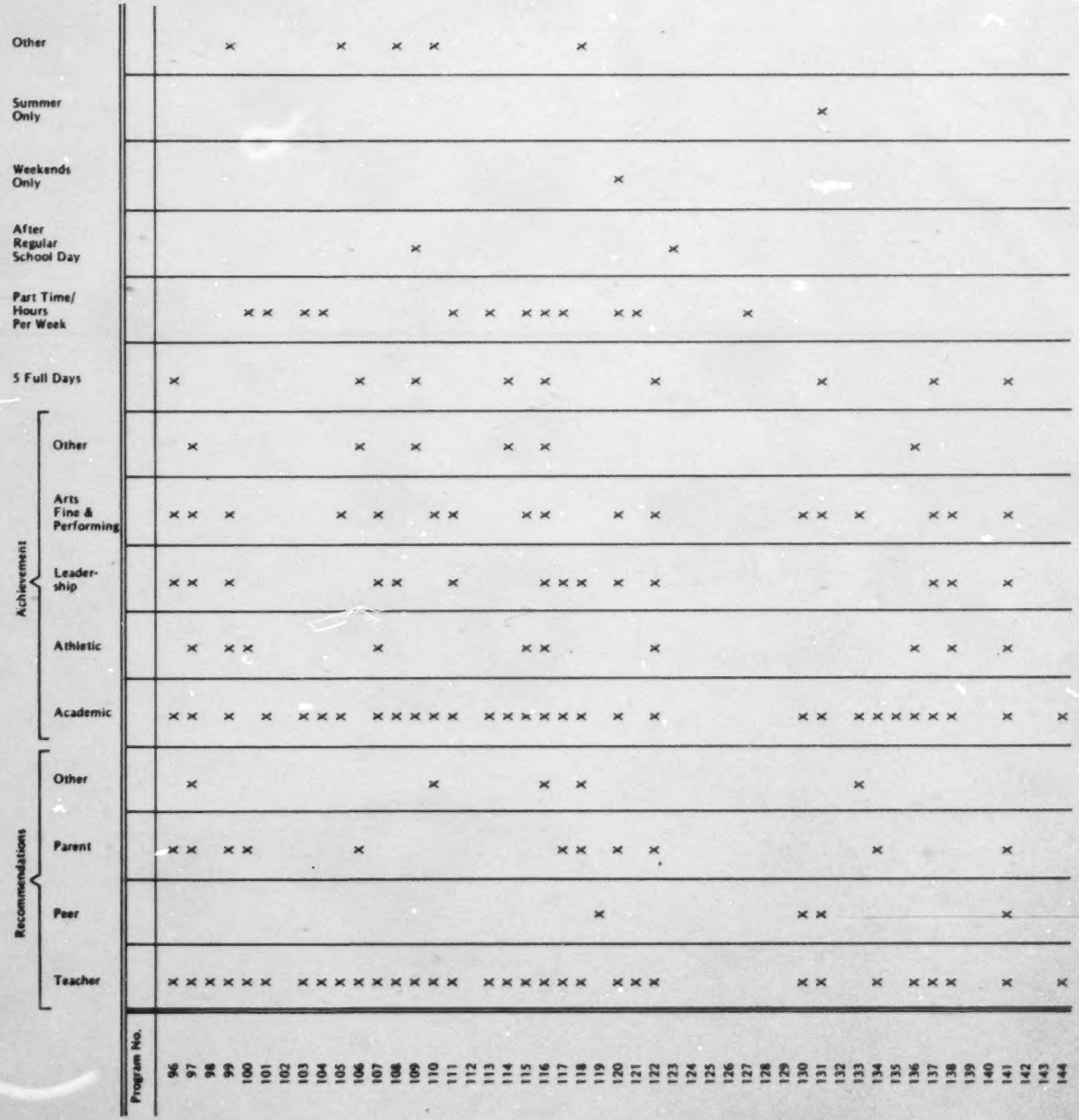
Program No.	Formal Tests: I.Q.	Formal Tests: Achievement	Formal Tests: Creativity	Formal Tests: Other	Do you Identify: No	Do you Identify: Yes	# Personnel Employed as teachers of gifted only	Number of students involved	Grade Level(s)	Other	Ungraded	Summer school enrichment classes	Summer or Weekend Travel	Field Trips	Individual or small group counseling	College Classes	Early Entrance	Lecture/ Demonstrations	Enrichment	Acceleration
47					X	X	0		5-6	X					X				X	
48							0		1-7										X	
49	X	X	X		X	X	0	7	6,7,8					X	X			X	X	
50	X	X				X	0	85	9-12				X				X			
51					X		0	35	6-8											
52	X	X	X			X	0	6000	K-8	X					X				X	X
53	X	X				X	0	125	11-12											
54	X	X	X			X	2	750	3,4,5		X	X	X	X	X	X	X	X	X	X
55	X	X	X			X	0	25	9-12		X		X		X					
56	X	X	X			X	0	46	K-3	X										
57	X	X				X	0	39	7-8											
58					X		0		4-6		X								X	
59		X				X	0	500	1-6					X			X			
60	X					X	10	150	6-8		X									
61	X	X				X	1	55	7-8										X	X
62																				
63									1-12			X							X	
64	X	X				X	57	150	2-8					X					X	X
65		X			X		17	20	5-8					X					X	
66			X			X	0		pre-K-12										X	X
67																				
68						X	0		9-12										X	X
69																				
70	X	X				X	0	10	9-12											
71	X	X				X	0	24	5-6										X	
72	X	X	X			X	0	1200	7-12									X	X	
73	X	X		X		X	0	2	2										X	
74	X	X		X										X	X			X	X	X
75					X															
76					X															
77	X	X			X	X	1	15	5-6					X	X					
78	X	X				X	0		K-12	X	X	X	X	X						
79	X	X				X	0		9-12			X	X	X	X	X				
80																				
81	X	X			X		0		10-12		X						X		X	X
82	X	X			X		0					X								
83					X		0		7-12							X				
84																				
85					X		0													
86																				
87																				
88																				
89	X	X	X	X		X	0	3	1-8	X	X			X	X	X	X	X	X	X
90	X	X				X	2	1000	9-12											X
91					X															
92	X	X		X	X	X	0		9-12			X	X	X	X					
93	X	X		X		X	1	83	1-12										X	
94	X	X	X	X		X	0		4-6											
95	X	X				X			8-12		X			X		X	X	X	X	X

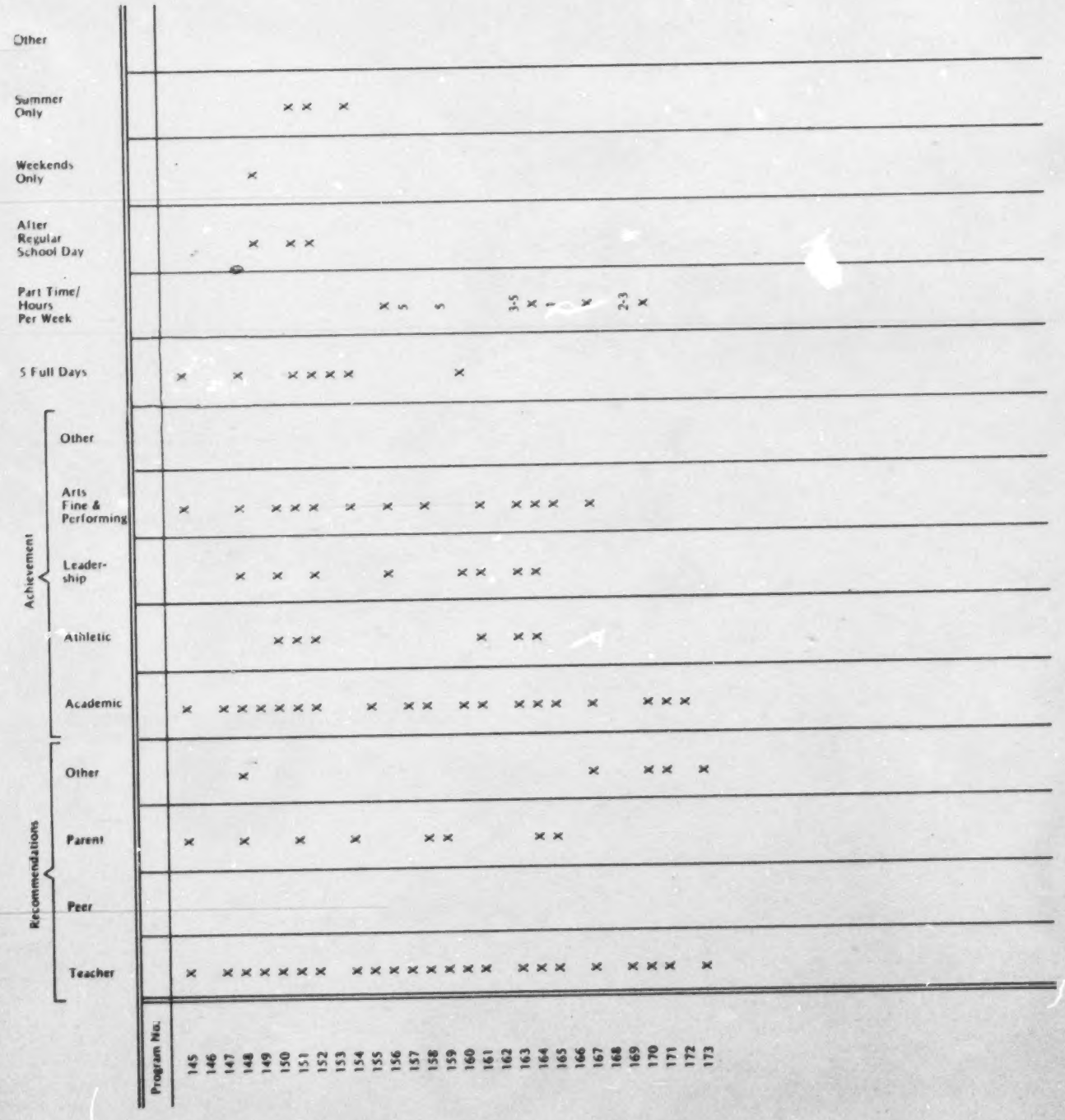
Program No.	Formal Tests: Other	Formal Tests: Creativity	Formal Tests: Achievement	Formal Tests: I.Q.	Do you Identify: No	Do you Identify: Yes	# Personnel Employed as teachers of gifted only	Number of students involved	Grade Level(s)	Other	Ungraded	Summer school enrichment classes	Summer or Weekend Travel	Field Trips	Individual or small group counseling	College Classes	Early Entrance	Lecture/ Demonstrations	Enrichment	Acceleration
96		X	X	X		X	0	2000	K-12					X				X	X	
97			X			X	0	190	K-12		X	X		X	X		X		X	X
98			X	X		X	0	25	1-6					X			X		X	
99			X			X						X		X					X	
100			X	X		X	0	2	K-12						X				X	
101			X	X		X	0	60	1-8										X	
102			X	X		X			6-8					X					X	X
103									2,5,6	X	X									
104			X	X		X	0	10	9-12										X	X
105			X	X		X	0	100	K-12	X									X	X
106			X	X		X	0	10	6-12	X		X							X	
107			X	X		X	1	50	K-12		X	X		X	X	X			X	
108			X	X		X		3000	5-12			X		X		X	X		X	X
109			X	X		X	0	6	5-8											
110		X	X	X		X	0	15	K-8			X						X	X	
111			X	X		X	0	75	4-8											
112																				
113			X	X		X	2	24	4-7		X			X					X	X
114			X	X			0		1-12		X			X	X	X	X	X	X	X
115		X	X	X		X		0	K-12		X	X	X	X	X	X	X	X	X	X
116			X	X		X		400	1-12			X		X	X				X	X
117	X		X	X		X	1	25	1-6	X			X	X	X				X	X
118			X	X		X	0		5-7	X		X		X					X	X
119																				
120			X	X		X	0	100	K-12		X						X			
121			X	X	X	X		12	7-8			X			X	X			X	X
122			X	X		X	4	11	K-12			X		X		X			X	X
123					X				12								X			
124			X	X		X									X			X	X	X
125			X	X		X									X				X	X
126													X							
127					X															
128			X	X	X			72	6-8	X				X					X	
129			X	X	X			1300	K-8			X			X					
130			X	X		X		28	6-8	X					X				X	X
131			X	X		X			7-12			X			X	X	X		X	X
132					X			2	1-8											
133			X	X		X		68	K-8		X	X			X				X	X
134			X	X		X		4											X	X
135			X	X		X						X			X				X	X
136			X	X		X		120	9-12					X					X	X
137			X	X		X	30	2512	7-12							X			X	
138																			X	X
139			X	X		X		6	K-8								X		X	X
140			X	X		X		24	1-6			X		X	X				X	X
141			X	X		X		3200	7-12	X		X		X	X	X	X	X	X	X
142						X						X		X	X					X
143																				X
144		X	X	X		X			9-12										X	X

Program No.	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173
Formal Tests: Other				×																			×						
Formal Tests: Creativity			×	×		×		×		×		×										×	×						
Formal Tests: Achievement	×		×	×		×	×	×		×			×	×	×	×	×		×	×			×				×	×	×
Formal Tests: I.Q.			×	×	×	×	×	×		×		×		×	×	×			×	×			×					×	×
Do you Identify No																		×	×										
Do you Identify Yes	×	×	×		×	×	×	×		×	×	×	×	×	×	×	×		×	×			×		×			×	
# Personnel Employed as teachers of gifted only												7	0	0	0														
Number of students involved	200		100	30		400			103	244	90		10	75		60	1250		1400				20	150			40	
Grade Level(s)	9-12	K-12	11-12	7-12	K-12	K-12		K-12	K-3	pre-K-8	10-12	K-12	1-5	7-8,10-12	K-4	9,10,11	K-8	9-12	7-12	K-8	K-8		9-12	10-12	4-8			age 4-13	5,6, 7-12
Other			×					×		×										×								×	
Ungraded				×													×	×	×										
Summer school enrichment classes	×	×			×	×	×	×	×	×	×		×	×	×			×		×		×	×		×					
Summer or Weekend Travel	×		×			×		×						×					×										
Field Trips	×	×	×	×		×	×	×				×		×			×		×	×	×									
Individual or small group counseling	×	×	×	×	×		×	×					×	×			×		×	×		×	×	×						
College Classes			×					×			×												×						
Early Entrance	×			×											×														
Lecture/ Demonstrations	×	×	×			×	×							×						×			×						
Enrichment	×		×		×	×	×	×			×	×	×	×		×	×			×	×		×		×	×		×	×	
Acceleration	×	×	×	×	×			×			×					×				×	×	×	×	×						


Other
55
Summer Only
54
Weekends Only
53
After Regular School Day
52
Part Time/ Hours Per Week
51
5 Full Days
50
Achievement
Other
49
Arts Fine & Performing
48
Leader-ship
47
Athletic
46
Academic
45
Recommendations
Other
44
Parent
43
Peer
42
Teacher
41
Program No.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46


Other
Summer Only
Weekends Only
After Regular School Day
Part Time/ Hours Per Week
5 Full Days
Achievement
Other
Arts Fine & Performing
Leader-ship
Athletic
Academic
Recommendations
Other
Parent
Peer
Teacher
Program No.
47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95


Other
Summer Only
Weekends Only
After Regular School Day
Part Time/ Hours Per Week
5 Full Days
Achievement
Other
Arts Fine & Performing
Leader-ship
Athletic
Academic
Recommendations
Other
Parent
Peer
Teacher
Program No.
96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144


Other
Summer Only
Weekends Only
After Regular School Day
Part Time/ Hours Per Week
5 Full Days
Achievement
Other
Arts Fine & Performing
Leader-ship
Athletic
Academic
Recommendations
Other
Parent
Peer
Teacher
Program No.
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173

PROGRAMS FOR GIFTED

District _____ County _____

Superintendent _____ State _____

Address _____ Phone _____

_____

Contact Person _____

1. Title of program for gifted _____
2. Type of student served (creative, intellectual, etc.) ____
3. Type of program (advanced placement, enrichment, etc.) _____
4. Grade Levels _____
5. Number of students served _____
6. Number of years in operation _____
7. Do you identify gifted children?
   _____ Yes _____ No
8. Criteria for student evaluation. (Enclose samples when possible.)

   Formal Tests (specify)

   I.Q. _____
   Achievement _____
   Creativity _____
   Other _____

   Achievement (specity)

   Academic _____
   Athletic _____
   Leadership _____
   Arts (fine & performing _____
   Other _____

   Recommendations (specify)

   Teacher _____
   Peer _____
   Parent _____
   Other _____
9. Selection begun at what level(s).
10. Size of class _____

    Size of group(s) _____
11. Please place a check in the appropriate column on the right pertaining to the amount of time with which each "gifted" child works in his/her program.
    1. program length is 5 full days a week ___
    2. program is part time ___
       how many hours per week ___
    3. program meets after regular school day is over ___
    4. program meets on weekends only ___
    5. program meets during the summer only ___
    6. other (please specify) ___
12. Number of personnel employed as teachers of the gifted only.
13. Criteria for selecting personnel? _____
14. Curriculum areas served.
15. Check appropriate available services.

    _____ guidance _____ % of time for gifted program only
    _____ psychological _____ % of time for gifted program only
    _____ LDC _____ % of time for gifted program only
    _____ social worker _____ % of time for gifted program only
16. Other resources utilized (check where appropriate).

    _____ parent
    _____ community members
    _____ educational resources
    _____ other

17. Instructional materials

Student	Teacher	
_____	_____	same as basic curriculum
_____	_____	different from basic curriculum
_____	_____	other

List of enclosed materials.

_____

_____

_____

_____

_____

18. Program implementation.
In-service for: 1. teachers in gifted programs

__yes __no _____ length

2. classroom teachers

__yes __no _____ length

3. administration

__yes ____no _____ length

19. Program funding (Explain)
Local funding _____
state funding _____
Federal _____
program cost _____ per child____ average per child
reg. prog. _____ total program cost____

20. Written information available:
_____ program description
_____ evaluation of program
_____ curriculum guides for gifted
_____ other

21. Type of room used.

_____

_____

22. How does program differ from regular program?

_____

_____

23. What element(s) in the program make(s) it beneficial for gifted?

_____

_____

24. How exportable is the project?

_____

_____

25. Basic need for the program?

_____

_____

Basic objectives

_____

_____

How were objectives evaluated?

_____

_____

What were evaluation results?

_____

_____

Definition Process

1. Who initiated the program?
2. Who developed the definition? (i.e., which groups were involved.)
3. What resources were consulted?
4. How much time was spent in developing the definition?
5. Did you limit the definition? (i.e., to I.Q. only.)

   How?

   Why?
6. Who had to approve the definition?
7. Have you revised the original definition?
8. If you had it to do over, what steps in developing the definition would you add?

   What steps would you eliminate?

July 8, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us a list of operational programs in your region or state for the gifted and talented that have demonstrated a positive impact in the classroom.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

We understand that you were one of the participants at the First National Leadership Training Institute on the Education of the Gifted and Talented. Would you please send to us information concerning procedures in developing definitions of the gifted, materials, programs and evaluations which have been formulated since the Leadership Institute that would help us to compile our guide.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us a description of the program for the Gifted and Talented which is presently in operation in your district.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us information concerning procedures in developing definitions of the gifted and talented, materials, and evaluated programs that have demonstrated a positive impact in the classroom.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

The Educational Improvement Center has recently received a grant from the New Jersey State Department of Education to conduct research on programs for the gifted child.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Your school district indicated in a survey done by Dr. James Jan-Tausch, Director of Pupil Personnel, New Jersey State Department of Education, that it was currently conducting a program for the gifted student.

In order to better aid us in our study, would you complete the enclosed survey indicating, in detail, the type of program presently available.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb
Encl.

August 1, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

We are also interested in listing colleges and universities offering teacher training programs on the gifted.

Would you please send to us a description of the teacher training program for the Gifted and Talented which is presently in existence at your institution.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

August 1, 1974

Dear Sir:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

We are also interested in putting together a list of identification, instructional and professional materials that may be used in school districts planning or conducting programs for the gifted and talented.

Would you please send us an examination copy or information on:

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the
Gifted Child Program

TJG/vb

Dear

Thank you for sending us information on your program for gifted students. One of the major objectives of our research project is to identify and evaluate programs for the gifted throughout the United States and Canada. It is our hope to be able to identify between 5-10 excellent programs which could be adopted by school districts in New Jersey.

The information you sent us leads me to believe that it would be to our benefit to investigate your program further. If possible, could you provide us with the following additional information:

1. May we visit your program?
2. Do you have an inservice training program for your professional staff? If yes, could you send a copy of your training program.
3. Does your program have specific objectives and an evaluation design? If yes, would you send copies of your objectives, evaluation design, and the results of the evaluation of your objectives.

Thank you for your cooperation.

Sincerely,

Theodore J. Gourley
Coordinator of Gifted
Child Program

TJG/md

LIST OF CONTRIBUTORS

LIST OF CONTRIBUTORS

The following is a list of sources who responded to the search for information on programs for the gifted in the United States and Canada. The list includes sources and school districts who responded, regardless of whether or not they reported a program.

Alabama
Cecil Teague
Instructional Services Center
408 Bank St.
Decatur, Ala. 35601

Dr. Marvin Gold
Dept. of Special Education
College of Education
University of South Alabama
Mobile, Ala. 36688

Dr. Carol Schlichter, Proj. Dir.
Mobile County Bd. of Education
1107 Arlington St.
Mobile, Ala. 36605

Dr. Clinton R. Owens, Chief. Cons.
Program for Exceptional Children
Department of Education
State Office Building
Montgomery, Ala. 36104

Ms. Mary Grant
G and T P.O.
Alabama State Dept. of Ed.
Montgomery, Ala. 36104

Alaska
Larry Roberts, Consultant
Section for Exceptional Children
State Department of Education
Alaska Office Building
Juneau, Alaska 99801

American Samoa

Arizona

Arkansas
Mr. Tom Hicks
G and T P.O.
State Department of Education
Little Rock, Arkansas 72201

California
Administration Offices
Cupertino Union Elementary
School Dist.
10301 Vista St.
Cupertino, Calif. 95014

Bruce DeVries
Cupertino Union Elem. School Dist.
10301 Vista Drive
Cupertino, Calif. 95014

Special Education Department
University of California
Davis, Calif. 95616

Mrs. Katie Blavat
California State College
Dominguez Hills, Calif. 90247

Eleanor Manning, Project Director
Mentally Gifted Minor Program
East Whittier City School District
California 90605

Peter G. Last
Fresno State College
Fresno, Calif. 93721

Jeanne L. Delp
Garden Grove Unified School Dist
10331 Stanford Ave.
Garden Grove, Calif. 92640

Calif. Assoc. for Gifted
Ruthe Lundy, Pres.
School of Education
Calif. State Univ. at Long Beach
Long Beach, Calif. 90801

Barbara Clark, Asst. Prof.
California State University
5151 State University Drive
Los Angeles, Calif. 90032

Elizabeth Kearney
Pasadena Unified Sch. Dist.
351 S. Hudson Ave.
Pasadena, Calif. 91109

Dr. Paul Plowman
Calif. State Dept. of Education
721 Capitol Mall
Sacramento, Calif. 95814

Dr. Clifford Stallings
Center for Urban & Human Develop.
U.S. International University
Elliott Campus
8655 Pomerado Rd.
San Diego, Calif. 92124

Dave Hermanson
San Diego City Schools
San Diego, Calif.

Tulare County High School District
3981 South K Street
Tulare, Calif. 93274

Canada
Hazel Bowen, Guidance Consultant
Ottawa Bd. of Education
330 Gilmour St.
Ottawa, Ontario Canada K2P0P9

Colorado

Connecticut
Mrs. Bea White
Avon Middle School
375 West Avon Road
Avon, Conn. 06001

Talcott Mountain Science Center
Montevideo Road
Avon, Connecticut 06001
Donald LaSalle, Director

Robert J. Schoonmaker, Admin. Asst.
Brookfield Center School
Brookfield Center, Conn. 06805

George Conquent, Director
Independent Study Center
Hamden-New Haven Cooperative
Educational Center
1450 Whitney Ave.
Hamden, Conn.

James Sullivan, Supt. of Schools
East Haddam Public Schools
P.O. Box 1
Moodus, Conn. 06469

Felice Kaufman
Norwich Public Schools
Buckingham School
182 Cedar St.
Norwich, Conn. 06360

Dr. Robert T. Linstone, Asst. Supt.
Curriculum & Instruction
Vernon Public Schools
Rockville, Conn.

Leonard G. Lanza, Director
Gifted Programs
Simsbury Public Schools
Simsbury, Conn. 06070

Alfred T. Lederman, Dir. Sec. Ed.
Southington Public Schools
49 Beecher St.
Southington, Conn. 06489

Margaret C. Toner, Director
Project Explore
Stamford Public Schools
195 Hillandale St.
Stamford, Conn. 06902

Dr. Joseph S. Renzulli
Assoc. Prof. Educational Psych.
School of Education
University of Connecticut
Storrs, Conn. 06268

Conn. State Dept. of Education
Bur. Pupil Personnel & Special
Education Services
Hartford, Conn. 06101

Delaware

Florida
Mrs. Nelle Messer, Director
Special Education
1819 Liddon Ave., Bldg. A
Panama City, Fla. 32401

Ms. Veronica Ruschmeier, Coor.
Exceptional Child Education
Post Office Box 626
Starke, Fla. 32091

Mrs. Nina Ransom, Director
Exceptional Child Education
705 Avocado Ave.
IPM Center, Room D-2
Cocoa, Fla. 32922

Mr. Kenneth H. O'Dea, Dir.
Ed. for Exceptional Students
1507 West Main St.
Inverness, Fla. 32650

Mrs. Faye Garcia, Coor.
Gifted and Talented Programs
1410 N.E. Second Ave., Rm. 104-A
Miami, Fla. 33132

Indian River County School Board
William H. McClure, Supt.
Vero Beach, Fla. 32960

Mr. William E. Patterson
General Supervisor
410 Church St.
Kissimmee, Fla. 32741

Desmond M. Bishop, Supt.
Monticello Public Schools
P.O. Box 499
Monticello, Fla. 32344

Mr. E. Glen Jackson, Dir.
Exceptional Child Education
603 S. 7th Ave.
Dade City, Fla. 33525

Lucy Peterson, Coord.
Gifted Education
School Bd. of Pinellas Co.
4960 78th Ave., North
Pinellas Park, Fla. 33565

Mrs. Doris Sanders, Supvr.
Ed. for Exceptional Children
Post Office Box 391
Bartow, Fla. 33830

Putnam Co. Dist. School Board
P.O. Box 797
Palatka, Fla. 32077

John D. Woolever
Pine View School
2525 Tami Sola
Sarasota, Fla. 33577

Jane C. Nelson, Dir.
Exceptional Child Education
1817 E. University Ave.
Gainesville, Fla. 32601

Mr. Sidney H. Dunn, Director
Educational Services
515 Reid St., P.O. Box 797
Palatka, Fla. 32077

Georgia
Dr. Jean Fant, Director
Atlanta Instructional Service Center
2930 Forrest Hills Drive, S.W.
Atlanta, Ga. 30315

Mrs. Gertrude Embree, Coordinator
P.O. Box 29
Lafayette, Ga. 30728

W. Richard Fowler, Coordinator
La Grange City Schools
La Grange, Ga. 30240

Margaret Hiers
Special Education Dept.
Valdosta State College
Valdosta, Ga. 31601

Mrs. Gervaise W. Perdue, Coor.
Bd. of Ed. Office
305 Watson Blvd.
Warner Robins, Ga. 31093

Guam

Hawaii
Mrs. Margaret Y. Oda, Director
General Education
Department of Education
P.O. Box 2360
Honolulu, Hawaii

Idaho
Genelle Christensen, Consultant
State Dept. of Education of Idaho
Boise, Idaho 83720

Illinois
Mrs. Marilyn Meissner, Dir.
North Suburban Area Service Center
301 W. South St.
Arlington Heights, Illinois 60005

Dr. Richard Naber
G. & T. P.O.
Regional Office of Education
HEW/OE 32nd floor
300 S. Wacher Drive
Chicago, Illinois 60606

Special Education Dept.
Northeastern Illinois Univ.
Chicago, Ill. 60607

Michael Bakalis
G & T P.O.
Office of Supt. of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Thomas Burk
1020 South Spring St.
Springfield, Illinois 62701

Indiana
Glenna DeBrota
Butler University
Indianapolis, Indiana 46206

Irie Horrall
Princeton Community High School
Princeton, Indiana 47670

Iowa
Special Education Department
Iowa State University
Ames, Iowa 50010

Mr. R. Nystuen
903 Washington St.
Cedar Falls, Iowa 50613

Ms. Ruth Blome, Consultant
Des Moines Independent
Community School
1800 Grand Ave.
Des Moines, Iowa 50207

Mrs. Edith Munro
G & T P.O.
State Department of Public Instruction
Des Moines, Iowa 50319

Dr. Marl Ramsey
Marshalltown Community School
317 Columbus Drive
Marshalltown, Iowa 50158

Kansas
Mr. Clifford Curl
G & T P.O.
State Department of Education
State Education Building
120 E. 10th St.
Topeka, Kansas 66612

Dr. Janet R. Collins
College of Education
Wichita State University
Wichita, Kansas 67208

Kentucky
Special Education Department
Western Kentucky University
Bowling Green, Kentucky 42101

Louisiana

Maine
Ms. Betty McLaughlin
G & T P.O.
State Department of Education
Augusta, Maine 04330

Maryland
Anne Arundel County Public Schools
Area Office I
1st Ave. & A St.
Glen Burnie, Md. 21061

Deborah London, Asst. to the
Dean of Community Services
2901 Liberty Heights Ave.
Baltimore, Md. 21215

Special Education Dept.
The John Hopkins University
Baltimore, Md. 21233

Massachusetts
Commonwealth of Massachusetts
Department of Education
182 Tremont St.
Boston, Mass. 02111

Dr. J. Patricia Marsh, Administrator
Advanced Work Class Program
Boston Public Schools
8 Beacon St.
Boston, Mass. 02108

Ellen Butterfield
Senior Supervisor in Education
Div. Curriculum and Instruction
Department of Education
182 Tremont St.
Boston, Mass. 02111

Ms. Elizabeth B. Hall
Simon's Rock
Great Barrington, Mass. 01230

Michigan
Coordinator of Gifted Programs
c/o Superintendent of Schools
Board of Education Building
Cheboygan, Mich. 49721

Coordinator of Gifted Programs
Superintendent of Schools Office
Board of Education Building
Flint, Mich. 48502

Coordinator of Gifted Programs
Superintendent of Schools Office
Board of Education Building
Lansing, Mich. 48924

Dr. J. Carl Candoli
519 W. Kalamazoo St.
Lansing, Mich. 48933

Coordinator of Gifted Programs
Superintendent of Schools Office
Board of Education Building
Livonia, Mich. 48150

Coordinator of Gifted Programs
Superintendent of Schools Office
Board of Education Building
Niles, Mich. 49120

James Rossman
25901 Jefferson Ave.
St. Clair Shores, Mich. 48081

Dr. DeRand Jones
Willow Run Schools
2171 E. Michigan Ave.
Ypsilanti, Mich. 48197

Minnesota
Ms. Becky Payne
Cosmos Elementary School
Cosmos, Minn. 56228

Dennis Danovic, Director
Special Education for Gifted
Through the Gifted Opportunities
Program
30 N. Clen St.
Hutchinson, Minn. 55350

Dr. Antusa Bryant
Mankato State College
Mankato, Minn. 56001

Ms. Lynn Hansen, Dir.
Moorhead Public Schools
Moorhead, Minn. 56560

Mrs. Bella Kranz
Moorhead State College
Moorhead, Minn. 56560

Ms. Joyce Nelson
Snail Lake Public School
Mounds View, Minn.

Jane Korte
Independent District 742
Seton Hall
St. Cloud, Minn. 56301

Ms. Lorraine Hertz
G & T P.O.
State Department of Education
St. Paul, Minnesota 55101

Lorraine Hertz, Consultant
Gifted and Talented Division
Special Education
Department of Education
Capitol Square Building
500 Cedar Ave.
St. Paul, Minn. 55101

Mrs. Faye Oakes
Franklin Public School
St. Paul, Minn. 55701

Mississippi
Mrs. Joanelle Brumfield
McComb Public Schools
P.O. Box 868
McComb, Miss. 39648

Missouri
Richard Blankenship
Southeast Missouri State College
Cape Girardeau, Mo. 63701

Montana
Dr. George Camp
Great Falls Public School
Great Falls, Montana 59401

Nebraska

Nevada
Mrs. Jane LoCicero
Department of Education
Educational Services Division
Carson City, Nevada 89701

New Hampshire

New Mexico
Elie S. Gutierrez, Director
Division of Special Education
Department of Education
Sante Fe, N.M. 87501

New York
Dr. Alexinia Y. Baldwin
State University of New York
Albany, N.Y. 12209

Mr. Arthur D. Sullivan
Program Planner
507 Deer Park Road
Dix Hills, N.Y. 11746

Department of Special Education
Brooklyn College
City University of New York
New York, N.Y. 11201

North Carolina
Dr. James J. Gallagher, Director
Frank Porter Graham
Child Devel. Center
University of North Carolina
Chapel Hill, N.C. 27514

North Dakota
Jim Tronsgard
Director of Special Education
Fargo Public School
Fargo, North Dakota 58102

Dr. M. Lindquist
University of North Dakota
Grand Forks, N.D. 58201

Ohio
Charles N. Jordan
Major Work Program
Cleveland Public Schools
Cleveland, Ohio 44101

Jean Thom, Supervisor
Major Work Classes
Cleveland Board of Education
1380 E. 6th St., Room 632
Cleveland, Ohio 44114

Mr. F.P. Gross
G & T P.O.
State Department of Education
Ohio Depts. Building
Columbus, Ohio 43215

Harry L. Scott, Educational Consultant
Pupil Services, Program Development
Division of Special Education
Department of Education
Columbus, Ohio 43216

Dr. W.D. Simmons
Dept. of Special Education
Kent State University
Kent, Ohio 44240

Oklahoma
Dr. Joseph D. Purdy
Southwestern State College
Weatherford, Okla. 73096

Oregon

Pennsylvania
Ms. Nancy Allbaugh
Curriculum Specialist
Abington School District
1841 Susquehanna St.
Abington, Pa. 19901

Mr. Camillo A. Bonomi
District Superintendent
Aliquippa Schools
1215 Longvue Ave.
Aliquippa, Pa. 15001

John Bowers
Director of Special Education
Box 151
Clarion, Pa. 16214

Department of Special Education
Edinboro State College
Edinboro, Pa. 16412

Mrs. Barbara Mosher
Gifted Coordinator
Lincoln IU No. 12
11 East Baltimore St.
Greencastle, Pa. 17225

Noretta Bingaman, Supervisor
Programs for Gifted
Bureau of Special Education
Department of Education
Box 911
Harrisburg, Pa. 17126

Mr. Randall Manning
Appalachia IU No. 8
227 Bedford St.
Hollidaysburg, Pa. 16648

Walter B. Barbe, Editor
Highlights for Children
Honesdale, Pa. 18431

Mrs. Alice Davis
Director of Special Education
Courthouse
Indiana, Pa. 15710

Director, Spec. Ed. Programs
Luzerne County Schools
Special Education Dept.
Box 1165
Kingston, Pa. 18704

Mr. David Leapline
Coordinator of Special Ed.
Maple Avenue School
Maple and Price Sts.
Kingston, Pa. 18704

M.R. Sunderland
Kutztown State College
Kutztown, Pa. 19530

Dr. Lawrence Herson
Dir. Special Education Programs
Neshaminy School District
2001 Old Lincoln Highway
Langhorne, Pa. 19047

Pennsylvania Governor's School
for the Arts
Bucknell University
Box 213
Lewisburg, Pa. 17837

Mr. James B. Finn
Gifted Coordinator
Central Susquehanna IU No. 16
P.O. Box 213
Lewisburg, Pa. 17837

Mr. Neal Gallagher
Elementary Superintendent
Dickey School
S. Fairview St.
Lock Haven, Pa. 17745

Dr. E. Breniman
Mansfield State College
Mansfield, Pa. 16933

Miss Marie Bencze
Director of Pupil Personnel
Shaw Ave. & Locust St.
McKeesport, Pa. 15132

Mrs. Louise Roslund
Gifted Coordinator
McKeesport Area School District
Shaw Ave. & Locust St.
McKeesport, Pa. 15132

Mr. Thomas Patty, Director
Academically Talented Programs
120 Media Line Road
Newtown Square, Pa.

Fred M. Hofkin
Gifted Coordinator
School District of Philadelphia
Board of Education
Parkway and 21st St.
Philadelphia, Pa. 19103

Dr. Melvin H. Samuels, Consultant
State and Federal Programs
Allegheny IU No. 3
Suite 1300
Two Allegheny Center
Pittsburgh, Pa. 15212

Miss Mary Walsh
Assoc. Dir. of Instruction
Scholars Program
Pittsburgh, Mt. Oliver IU No. 2
341 Bellefield St.
Pittsburgh, Pa. 15213

Mr. Gerald E. Reading
Supervisor of Spec. Education
Sharon Public Schools
Sharon, Pa. 16146

Mr. Elbur C. Purnell
District Supt.
Box 112
Tamaqua, Pa. 18252

Mr. Jack Yohe, Director
Pupil Personnel Services
320 N. Church St.
West Chester, Pa. 19380

Russell Dusewicz, Proj. Dir.
Learning Research Center
West Chester Area State College
West Chester, Pa. 19380

Miss D. Nickles
West Chester State College
West Chester, Pa. 19380

Headquarters
PASEMG
Education Department
Wilkes College
Wilkes-Barre, Pa. 18703

Pennsylvania Association for the Study and Education of the Mentally Gifted
Eugene Hammer, Pres.
Wilkes College
Wilkes Barre, Pa. 18703

Puerto Rico
Special Education Department
University of Puerto Rico
Rio Piedros, P.R. 00931

Rhode Island
Dr. Avis G. Marden, Coordinator
Project Gifted
Warwick School Department
34 Warwick Lake Ave.
Warwick, R.I. 02889

David M. Whitaker, Coordinator
Marine Environmental Studies
Toll Gate High School
575 Centerville Rd.
Warwick, R.I. 02886

South Carolina
Mary DuVal, Coordinator
Gifted and Talented Project
Kershaw County Schools
DuBose Court
Camden, South Carolina 29020

Dr. Herbert Tyler, Coordinator
Gifted and Talented Project
Richland County Schools
District No. 2
6831 Brookfield Rd.
Columbia, S.C. 29206

Gary Awkerman, Director
Natural Sciences
Charleston County School District
South Carolina 29401

South Dakota
Robert L. Huckins, Coor.
Gifted and Talented Programs
Department of Public Instruction
804 N. Euclid St.
Pierre, South Dakota 57501

Robert L. Darlet
201 E. 38th St.
Sioux Falls, S.D. 57102

Tennessee
Director, Project C.L.U.E.
Memphis City School System
Memphis, Tennessee 38101

Texas
Andrews Independent School District
S.W. 7th St. and Ave. B
Andrews, Texas 79714

Trust Territory

Utah
Dr. Ted Bell, Supt.
Granite Public Schools
Salt Lake City, Utah

Vermont

Virgin Islands

Virginia

Washington
Michael Stark
Anacortes Junior High School
22nd and M Streets
Anacortes, Wa. 98221

Donald Fowler
Federal Way School District
31455 28th Ave., South
Federal Way, Wa. 98002

Donald Miller
Mercer Island School District
4160 86th Ave., S.E.
Mercer Island, Wa. 98040

Dr. Richard Mauld
G & T P.O.
Office of State Superintendent
State Board of Education
Olympia, Washington 98501

State Advisory Commission for G & T
Richard Mauld
Supt. of Public Instruction
Div. Curriculum and Instruction
Old Capitol Bldg.
Olympia, Wash. 98504

DeWayne Boyd
Richland School District
615 Snow Avenue
Richland, Wa. 99352

Richard Williams, Proj. Dir.
Yakima School Dist. No. 7
104 N. 4th Ave.
Yakima, Washington 98902

Washington, D.C.

West Virginia

Wisconsin
Mr. E. Buziewski
Oregon Public Schools
200 N. Main St.
Oregon, Wis. 53575

Dr. William Melville
University of Wisconsin – Platteville
Platteville, Wis. 53818

Ms. Jean McQueen
C.E.S.A. No. 7
Route No. 5, Box 280B
Stevens Point, Wis. 54481

Wyoming
Ms. Joan Catmull
G & T P.O.
State Department of Education
Cheyenne, Wyoming 82001